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## ABSTRACT

The nature and characteristics of part-time faculty members in the state of Ohio were studied, based on a survey of 22 institutions, including four-year public and private and two-year or community colleges. Questionnaire responses were analyzed from 1,590 part-time faculty members and 335 administrators. Case studies also were conducted to obtain additional and primarily nonquantifiable information regarding part-time faculty employment in five selected representative institutions, and 13 administrators in the selected case study institutions were interviewed. The issues examined regarding administrators' perspectives about part-time faculty employment include: the most important reason(s) for hiring part-time faculty, advantages and disadvantages of employing part-timers, and projected trends in part-time faculty hiring. An attempt is made to identify patterns in hiring and institutional treatment of part-time faculty among the public and private participating institutions. The issues addressed regarding part-time faculty members' perspectives include: the nature and scope of part-time teaching assignment; rank, tenure, academic preparation, and experience; expectations and evaluation; recruitment; reasons for part-time teaching; other employment; average salaries and determinants of salaries; fringe benefit coverage; services, facilities, or activities available; attitudes toward part-time teaching; and job satisfaction. The case studies involved two state-assisted universities, a private university, a private college, and a community college. Appendices include sample questionnaires and comments by respondents. (SW)

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# Part-Time Faculty Employment In Ohio:

## A STATEWIDE STUDY

A project funded by the  
Cleveland Foundation and  
the Columbus Foundation.

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PART-TIME  
FACULTY EMPLOYMENT  
IN OHIO:

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Project Director

A project funded by the Cleveland Foundation and the Columbus Foundation.

Office of Human Resource Utilization  
Kent State University  
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We are appreciative as well of the continuing efforts and cooperation of the representatives of the numerous colleges and universities who participated in the study. At no time did any participant express reluctance to furnish information that might cast his or her institution in a negative light; they shared with us, rather, the desire to discover the nature and implications of this burgeoning phenomenon of part-time faculty.

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Robert Bamberg, Chair, Department of English, Kent State University

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The authors, of course, bear full responsibility for the content of this study.

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## PREFACE

Several years ago, the attention of both educators and the public was unexpectedly drawn to that familiar fixture in higher education—the part-time faculty member. In an explosion of media attention to what one author called the “field hands of academe” (Spofford, 1979), and of charges to civil rights enforcement agencies that part-time faculty employment practices discriminate against women because of their sex, researchers and administrators began to attend seriously to the task of sorting through angry charges against—and sometimes equally indignant defenses of—the practice of part-time academic hiring. Efforts have been made to produce some reliable statistical and factual representations of the nature, scope, and dimensions of that practice (Tuckman, *et al.*, 1978; Leslie, 1978). This study draws upon those earlier efforts, but seeks to go beyond their primarily economic emphasis to a more intensive treatment of a raft of concerns ranging from the comparative quality of education afforded by full-time and part-time faculty to equal opportunity implications of part-time hiring. Our focus is also, of course, on higher education in Ohio.

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# Chapter 1

## INTRODUCTION

### HISTORICAL PRECEDENTS

While records are sketchy, it is clear that faculty employment on a part-time basis in higher education has a long and well-entrenched history. In America, our first colleges and universities appear to have been fully staffed by teachers who were principally employed elsewhere. In fact, ministers whose ultimate destinies lay in parishes outside the ivy-covered walls served as the mainstay of those early college faculties in the United States, and only later, well into the nineteenth century, did college teaching attain the status of a regular profession that might be entered upon by scholars as a full-time career (Blackburn, 1978).

No sooner had college teaching come to be regarded as a full-time profession than other changes made themselves felt. When the classical curriculum began to be supplemented—and at last supplanted—by the more fully developed liberal arts curriculum, and then further expanded by professional and vocational education, part-time instruction became a characteristic feature of higher education. And when student demand for classes and for instruction in new fields outstripped the number of full-time college professors available to teach them, the number of part-timers increased. The real explosion of part-time faculty appears to have occurred, however, after World War II when post-secondary education ceased to be a privilege primarily of the upper middle and upper classes and became a chief source of highly trained workers and of specialized expertise increasingly needed by a newly technological society. Through the 1960's, faculty shortages prevailed, and the part-timer became more and more a fixture of the academic workplace. With the exception of the professional, working "experts," it is widely believed that the backbone of this earlier part-time teaching force was formed by faculty spouses—wives. In those years of general belief in women's primary obligation to home and family, part-time academic employment seemed an ideal compromise for professional women.

With the 1970's, however, and the bursting of the "perpetual growth" bubble of the 1960's, the part-time faculty sector assumed a new configuration in higher education. As student enrollments and budgets began to shrink, many new Ph.D. holders, particularly in the humanities, who had flocked to graduate schools during the halcyon days were unable to find full-time academic employment. Unwilling to give up the long-treasured idea of affiliation with academe, they became available as part-time or adjunct faculty to colleges and universities. This new phenomenon of availability of well-qualified and credentialed teachers for part-time employment occurred in conjunction with proliferating budget cutbacks in higher education.

The economy of scarcity that began in the 1970's and promises to intensify in the 1980's, has already had an enormous impact on higher education. Reduced contributions from private donors, cutbacks in appropriations from state legislatures, decreased rate of growth in federal research funds and higher costs caused by spiraling inflation, have strained academic budgets to the breaking point. Not surprisingly, in the face of those financial pressures, many administrators have turned to part-time faculty, embracing the opportunity to provide their students with requisite instruction at one-half to four-fifths the direct cost of full-time faculty (Tuckman and Vogler, 1978a) and to introduce the ideas, teaching and research methods of new Ph.D.'s into increasingly "tenured-in" faculties. In many hard-hit colleges and universities, moreover, administrators have perceived part-time employment as the only apparent way to meet student needs and demands for new or changing fields of study.

A concomitant and significant development engendering increased use of part-time faculty was that of the expansion of the community college concept. Once thought of as "junior colleges" where students with special needs or a desire for a more sheltered environment might complete the first two years of a baccalaureate degree, the two year college tends now to see itself as a community-based service institution with a career preparation emphasis, providing a particularly hospitable structure and environment for the



working-class, part-time student. The community college offers a wide variety of vocational and technical skills training and a wide range of days and times courses are scheduled in order to accommodate the working student. For these reasons, and because of the emphasis on professional or occupational expertise and experience of the instructional staff rather than on academic credentials, marked increase of part-time teaching in this sector of higher education was probably necessary and inevitable.

For all these many reasons, inordinate growth of part-time faculty in nearly all sectors of higher education has occurred, with two-year colleges showing the greatest increase. While variations in patterns of part-time faculty employment are significant according to category of institution and according to field of study, some aggregate data are instructive. Between 1965 and 1975, the number of part-time faculty in the country grew by 55 percent, from about 150,000 to 233,000, while during the same period, full-time faculty increased by 66.8 percent, from 262,000 to 437,000. That trend will no doubt reverse itself from 1975 to 1985, when full-time faculty is projected to increase by only 3.2 percent against a projected increase of part-timers of slightly over five percent (Leslie, 1978).

At four-year colleges and universities, specifically, the number of part-time faculty members has grown by approximately 38 percent from 1973 to 1977, while full-time faculty has grown only by nine percent in the same period. At two-year institutions, according to the National Center for Educational Statistics, in academic year 1968-69, there were 36,420 part-time faculty, or one for every 2.6 full-time faculty members. By the 1975-76 academic year the number of part-timers had tripled to 110,976, reducing the ratio to 0.8 full-time faculty for every part-timer (Tuckman and Vogler, 1978a). These drastic changes in absolute numbers of part-time faculty in higher education, and in the ratio of part-time to full-time instructional staff, have serious implications for the future of post-secondary education in this country.

## PROBLEM

While the availability of part-timers has provided administrators of colleges and universities needed flexibility in hiring at necessarily reduced costs during times of rapid change and financial pressures, the implications of changing patterns of faculty hiring has engendered concern in the academic profession. The short-term economic and practical advantages are clear, but a number of questions have been posed regarding the effects of increased dependence on part-time faculty on the long-range goals of higher education. For example:

- What will be the effect on the profession if ever-increasing teaching responsibilities are assumed by part-time faculty?
- What will be the effect on the movement toward collective bargaining among higher education professionals? On existing collective bargaining agreements?
- What are the implications for tenure policies of part-time hiring, and the converse?
- What are the implications for affirmative action, and a corollary question: is the increase in part-time hiring having a disparate negative effect on women?
- What are the implications for research? Will faculties become increasingly divided into research and teaching factions, or will research diminish as full-time appointments diminish?
- Does increased dependence on part-time faculty compromise the quality of education available to students? The corollary questions here relate to quality of available part-time faculty and student access to part-time faculty.
- And, finally, what are the characteristics of this professional group and why do they teach part-time?

A number of these questions cannot yet be answered with any degree of certainty. Only informed conjecture, for example, is possible regarding the effect on the profession, particularly in regard to research, if ever-increasing responsibilities are assumed by part-time faculty. Some academic administrators and faculty have argued that the production of knowledge, traditionally a function of the university will be lost with the reduction of full-time faculty, for whom research time is a component of the job, in favor of part-timers paid for the teaching function alone. They argue also that the increased burden of committee work and



other academic responsibilities borne by a shrunken full-time faculty force would diminish research activity. At least one educator (Blackburn, 1978), however, believes that creative contributions and the productive life of academic departments can be maintained in static or retrenchment periods precisely through hiring as part-time faculty those young Ph.D.'s who would otherwise be denied participation in academic professions. One could then, Blackburn (1978, p. 107) argues, "expect future academic leaders to emerge from this collection of part-timers, a most important university need that might go unfulfilled without a steady input of new talent. Society and they would benefit enormously."

Only time, experimentation with creative alternatives to traditional distinctions between full- and part-time faculties, and perhaps new political and organizational alliances will provide answers to that question and solutions for several others of the knottier problems catalogued above. But some of the questions are susceptible to answers—at least in the form of working hypotheses. Moreover, there is a compelling need for some of those answers at this critical juncture in planning for higher education in an austere and problematical new decade. It is to those questions, particularly as they relate to post-secondary education in Ohio, that this study addresses itself. It was with an eye to those questions, and to the usefulness of information they would likely engender, that we developed the following objectives:

### **OBJECTIVES OF THE STUDY**

- (1) To identify the nature and characteristics of part-time faculty members in the state of Ohio
- (2) To study the reasons for part-time teaching and to classify part-timers into categories according to those reasons
- (3) To examine the needs and rights of part-timers regarding benefits and working conditions
- (4) To measure the financial impact of part-time employment on higher education and conversely, the potential impact of reduction in or ceiling on part-time employment
- (5) To provide data and evaluations that will assist institutions in planning and policy development in the use of part-time teaching personnel
- (6) To measure the effect on quality of education of increased part-time faculty employment
- (7) To study equity issues concerning wages and treatment of part-time faculty
- (8) To examine the prevalent belief that part-time teaching personnel are drawn largely from a pool of professional women with family responsibilities who cannot or do not want to be employed full-time and therefore are being exploited in terms of salary, benefits, job security, and professional opportunities
- (9) To examine whether qualified women academics are being exploited by unwilling confinement to part-time positions
- (10) To examine university administrators' expectations in hiring part-time teachers
- (11) To identify any different patterns in use of part-timers among private and public institutions and/or by departments within universities or colleges.

### **A NOTE ON DEFINITIONS OF PART-TIME FACULTY**

Because part-time faculty employment is often assumed to designate a wide variety of teaching personnel, including, for example, graduate teaching assistants and academic administrators who teach an

occasional course in their institutions, we carefully defined and limited our use of the term at the outset of this study. Our working definition, conveyed to all our respondents, is as follows\*:

A part-time faculty member in this study is defined as someone whose official teaching load is less than that of a full-time faculty member, and (1) who is not a student employed in the same department in which he/she is earning his/her degree; or (2) who is not a full-time faculty member at the same department and who voluntarily reduces his/her teaching load; (3) who is not teaching on a voluntary/no cost basis; or (4) who is not a full-time administrator employed at the same institution and who teaches occasionally.

\*This is a modification of the definition used in the national American Association of University Professors (AAUP) study of part-time faculty (Tuckman, 1978).

## Chapter 2

# RESEARCH METHODOLOGY

### PARTICIPATING INSTITUTIONS

During the first stages of the study, letters were sent to the presidents of thirty-four Ohio colleges and universities, excluding technical or vocational institutions, with student enrollments over 1000, inviting their participation in the project. A copy of the letter is included in Appendix A. Twenty-two institutions, including four-year public and private and two-year or community colleges, agreed to participate in the study. The participating institutions were\*:

Baldwin-Wallace College  
Bowling Green State University  
Capital University  
Cedarville College  
Central State University  
University of Cincinnati  
Cleveland State University  
Cuyahoga Community College  
Denison University  
Dyke College

Hiram College  
John Carroll University  
Kent State University  
Ohio State University  
Ohio University  
Ohio Wesleyan University  
Otterbein College  
Sinclair Community College  
College of Wooster  
Wright State University

### METHODS OF STUDY

In order to attain the objectives catalogued in Chapter 1, the project employed two methods of study: (A) questionnaire survey, and (B) case studies of selected institutions.

#### (A) Questionnaire Survey

Two types of questionnaires were employed. One was designed for distribution to part-time faculty members, and the other for administrators who were responsible for employing part-time faculty members at the participating institutions, or for establishing policy regarding that hiring. The preliminary survey questionnaires were submitted first to the project's Advisory Committee for comments and suggestions. The preliminary questionnaires were revised in accordance with recommendations made by the Committee, and then sent to a Kent State University sample, including part-time faculty and administrators, for a pretest. The second revision of questionnaires was based on the returns from the pretest. Copies of the final versions of the two questionnaires are included in Appendix B.

Since the only source for identification of current part-time faculty is the employing institutions, presidents of the twenty-two participating institutions were asked to designate "coordinators" who would be responsible for distributing questionnaires to part-time faculty in their respective institutions. Letters were then sent to coordinators to ascertain their preferred methods for distributing questionnaires. A copy of the letter is included in Appendix A.

The mailing list for administrators was compiled from bulletins and catalogs of participating institutions. Chairpersons, deans, academic, and occasional financial, vice presidents were selected. At those institutions where identification of appropriate administrators presented difficulties, assistance from those

\*Two additional four-year colleges who participated in the study declined to be identified in this report.

institutions' coordinators was sought. In total, 4374 questionnaires were sent to part-time faculty members and 747 were sent to administrators during the months of March and April, 1980. Postage-paid and addressed envelopes were included for questionnaire returns.

A total of 2029 questionnaires were returned to us. Of those returned, 380 were from administrators and 1649 were from part-time faculty members. The return was 38% for faculty members and 51% for administrators. Among these returns, fifty-nine of the faculty questionnaires and forty-five of administrators' questionnaires were completed by persons who did not conform to the established definition of part-time faculty. Therefore, 1590 part-time faculty members and 335 administrators at the twenty-two participating institutions constitute the sample for analysis in this study. Table 1 shows the distribution of part-time faculty and administrators by type of institution.

**Table 1. Distribution of Part-Time Faculty Members and Administrators by Type of Institution**

|                                  | Part-Time<br>Faculty Members | Administrators |
|----------------------------------|------------------------------|----------------|
| State<br>Universities            | 930<br>(59%)                 | 220<br>(65%)   |
| Private<br>Colleges/Universities | 178<br>(11%)                 | 79<br>(24%)    |
| Community<br>Colleges            | 467<br>(30%)                 | 36<br>(11%)    |
| Total                            | 1575*<br>(100%)              | 335<br>(100%)  |

\*15 cases were institutional name unknown

### (B) Case Study Method

Case studies were conducted to obtain additional and primarily non-quantifiable information regarding part-time faculty employment in selected representative institutions. Five institutions were selected for case study, including two state-assisted universities, a private university, a private college, and a community college. Size, geographical location, nature of support, curricula, nature of faculty, and nature of student body were variables considered in selection of these institutions as most nearly representative of institutions in each category.

Site visits were made to these five institutions. The site visits were conducted in the following manner: letters describing the purpose of the project and requesting interviews were sent to selected administrators at each institution. Interviews were conducted based on fourteen fundamental questions. Those questions, like the questionnaires, were reviewed by the Advisory Committee and revised in accordance with their comments and suggestions. The interview questions were:

1. What are the major reasons for hiring part-time faculty in your institution/college/department?
2. Are part-time faculty members more commonly hired in some departments than others? If so, which departments used them most frequently, least frequently, or not at all?
3. Are there institutional rules and regulations governing part-time faculty employment in all departments?
4. What are the advantages/disadvantages of hiring part-time faculty based on the experience of your institution/college/department?
5. What are the financial implications of hiring part-time faculty? Please use your institution/college/department as an example and give an illustration.
6. Has there been an increase/decrease in the ratio of part-time to full-time faculty in your institution/college/department over the past three years? Why do you think this occurred?



7. What will be the trend over the next five to ten years in hiring part-time faculty in your institution/college/department, and why?  
Do you have any reservations or concerns about the employment of part-time faculty? Do you believe the use of part-time faculty may experience inordinate growth?
8. What are the student enrollment patterns and the faculty turn-over rates in your institution/college/department and how are they related to part-time faculty?
9. If part-time faculty salaries and benefits were proportionate to those of full-time faculty, how would your future hiring plans be affected?
10. Do you have a faculty orientation and development program which you provide particularly for part-time faculty? If so, please describe the details of the program.  
Are part-time faculty members eligible for any aspects of the development program provided for full-time faculty, and do they participate if they are eligible?
11. How do you evaluate the quality of teaching provided by part-time faculty? What changes or improvements, if any, do you anticipate or would recommend to improve quality?  
What are performance expectations regarding teaching, service, and publication for part-time faculty? Do you believe these expectations are mutually understood?
12. Are there limitations on the number of years a part-time faculty member may be affiliated with your institution?
13. Do part-time faculty contribute to greater stability/flexibility/other in full-time staffing?
14. What general substantive changes would you recommend in the employment of part-time faculty? What would be the main barriers to such a change?

In total, thirteen administrators in the selected case study institutions were interviewed. Each interview was tape recorded and then transcribed to provide the basis for analysis of the case studies.

## CHAPTER 3

### RESEARCH FINDINGS: QUESTIONNAIRE SURVEY

As the description of our methodology indicates, the survey employed two different questionnaires — one directed to currently employed part-time faculty members, and the other to college and university administrators, including academic vice presidents, executive business officers, deans, and chairs of departments where part-time instruction is regularly used. Past studies had not included, in terms of direct response, the administrative perspective (Tuckman, *et al.*, 1978). We wished to include that perspective because of our interest in providing information useful to administrators in future planning for use of part-time faculty, but also because we thought any differences in perception of part-time faculty employment by the two groups would be valuable indicators of the viability of current practices, as well as of areas where changes in practice should be considered.

The two questionnaires did not, of course, include identical questions, although there was a good deal of overlap. In order to achieve optimal readability and usefulness, we have divided the findings into two sections. In the first, we report just those responses to questions peculiar to the administrators' questionnaire. In the second, we focus on responses from part-time faculty members to their questionnaires, but draw in administrators' responses to the same questions when it is appropriate. The findings presented here are divided according to the divisions in the survey instruments. They are:

(1) *Administrators' Perspectives On Part-Time Teaching*

- Reasons for hiring part-time faculty
- Advantages and disadvantages of part-time faculty employment
- Projected trends in part-time faculty hiring

(2) *Part-Time Faculty Members*

- Nature and scope of part-time teaching assignment
- Rank, tenure, academic preparation, and experience
- Expectations and evaluation of part-time faculty
- Recruitment of part-time faculty
- Reasons for part-time teaching
- Other employment of part-time faculty
- Part-time faculty average salaries and determinants of salaries
- Fringe benefit coverage of part-time faculty
- Services, facilities or activities available to part-time faculty
- Attitudes toward part-time teaching
- Job satisfaction of part-time faculty

#### ADMINISTRATORS' PERSPECTIVES ON PART-TIME TEACHING

The issues addressed in this descriptive analysis of administrators' perspectives toward part-time faculty employment include: (1) the most important reason(s) in hiring part-time faculty, (2) advantages and disadvantages of employing part-timers, and (3) projected trends in part-time faculty hiring. The study also

seeks to identify patterns in hiring and institutional treatment of part-time faculty among the public and private institutions participating in the study that may differ from each other.

### Reasons for Hiring

Table 2 indicates the most significant reasons offered for part-time faculty hiring. A large percentage (41%) of administrators offered as the most important reason the need to accommodate enrollment shifts. Thirty-eight percent (38%) indicated that part-timers were hired for special knowledge and skills not otherwise available on the existing staff. Only 12% indicated that part-timers were hired to maintain budget flexibility. Another small percentage of administrators mentioned a variety of reasons for hiring, including availability of part-timers; temporary replacements for full-time faculty members; staffing of evening classes; making possible leaves for regular faculty; adjustment to sudden changes in plans of full-time faculty; assistance during the period of search for a full-time faculty member; and replacement for faculty members granted released time provided by grant monies, or other sources. When comparing reasons for part-time faculty employment among types of institutions, we found a higher percentage of administrators from private colleges and universities who indicated that part-timers were hired for special knowledge as compared to administrators of state universities and community colleges. On the other hand, maintaining budget flexibility was more often identified by community college administrators than by administrators of the other two types of institutions.

**Table 2. Rank-Ordered Reasons for Hiring Part-Time Faculty\***

|                                                                 | Community<br>Colleges | State<br>Universities | Private<br>Colls./Univs. | Total          |
|-----------------------------------------------------------------|-----------------------|-----------------------|--------------------------|----------------|
| 1. Part-time faculty are hired for special knowledge and skills | 8<br>(22.2%)          | 80<br>(36.5%)         | 38<br>(48.1%)            | 126<br>(37.7%) |
| 2. Part-time faculty are hired to adjust enrollment shifts      | 16<br>(44.4%)         | 93<br>(42.4%)         | 28<br>(35.4%)            | 137<br>(41.0%) |
| 3. Part-time faculty are hired to maintain budget flexibility   | 11<br>(30.6%)         | 19<br>(8.7%)          | 9<br>(11.4%)             | 39<br>(11.7%)  |
| 4. Part-time faculty are hired because of their availability    | 0<br>(0.0%)           | 3<br>(1.4%)           | 1<br>(1.3%)              | 4<br>(1.2%)    |
| 5. Other reasons                                                | 1<br>(2.8%)           | 24<br>(11.0%)         | 3<br>(3.8%)              | 28<br>(8.4%)   |
| Total                                                           | 36<br>(100%)          | 219<br>(100%)         | 79<br>(100%)             | 334<br>(100%)  |

\*First choice was reported on the rank ordered questions.

### Advantages and Disadvantages

The advantages and disadvantages of hiring part-time faculty, as perceived by administrators, are outlined in Tables 3 and 4. Many of the answers, of course, were similar to those offered in response to questions about reasons for hiring. Thus, accommodating enrollment shifts and providing instruction in specialized areas were the most frequently mentioned advantages. Twelve percent (12%) identified "save cost" as the most important advantage, and the remainder focused on the need to staff in anticipation of declining enrollment and on the desirability of exposing students to professionals in fields outside higher education. About one-third of the administrators from community colleges mentioned saving cost as the most important advantage, in comparison with about one out of ten administrators in the private and public universities and colleges who indicated similar priority of concerns.

**Table 3. Advantages of Hiring Part-Time Faculty\***

|                                                                             | Community<br>Colleges | State<br>Universities | Private<br>Colls./Univs. | Total          |
|-----------------------------------------------------------------------------|-----------------------|-----------------------|--------------------------|----------------|
| • Save money                                                                | 12<br>(33.3%)         | 22<br>(10.1%)         | 7<br>(8.9%)              | 41<br>(12.4%)  |
| • Provide an alternative to<br>meet declining enrollment                    | 1<br>(2.8%)           | 8<br>(3.7%)           | 8<br>(10.1%)             | 17<br>(5.2%)   |
| • Avoid overtenuring department                                             | 2<br>(5.6%)           | 6<br>(2.8%)           | 8<br>(10.1%)             | 16<br>(4.8%)   |
| • Provide for unexpected<br>increase in enrollment                          | 9<br>(25.0%)          | 77<br>(35.5%)         | 19<br>(24.1%)            | 105<br>(31.6%) |
| • Bring in specialists                                                      | 9<br>(25.0%)          | 75<br>(34.6%)         | 34<br>(43.0%)            | 118<br>(35.5%) |
| • Expose students to professionals<br>in the field outside higher education | 3<br>(8.3%)           | 15<br>(6.9%)          | 3<br>(3.8%)              | 21<br>(6.3%)   |
| • Others                                                                    | 0<br>(0.0%)           | 14<br>(6.4%)          | 0<br>(0.0%)              | 14<br>(4.2%)   |
| Total                                                                       | 36<br>(100%)          | 217<br>(100%)         | 79<br>(100%)             | 332<br>(100%)  |

\*First choice only was reported on the rank ordered questions.

A large percentage (56%) of the administrators mentioned diminished accessibility of part-time faculty for students as the most significant disadvantage of hiring part-timers, as shown in Table 4. Nineteen percent indicated that quality of teaching was difficult to evaluate; while 12% identified the lesser scholarly qualifications of part-timers as the most important disadvantage. Other disadvantages mentioned include: lack of commitment and total involvement and less participation in department activity or committee work; lack of research; and lack of knowledge of departmental regulations, policies and so on.

**Table 4. Disadvantages of Hiring Part-Time Faculty\***

|                                                                   | Community<br>Colleges | State<br>Universities | Private<br>Colls./Univs. | Total          |
|-------------------------------------------------------------------|-----------------------|-----------------------|--------------------------|----------------|
| 1. Quality of teaching is<br>difficult to evaluate                | 9<br>(25.0%)          | 39<br>(18.1%)         | 14<br>(17.9%)            | 62<br>(18.8%)  |
| 2. Part-timers are less qualified<br>scholars than full-timers    | 5<br>(13.9%)          | 27<br>(12.5%)         | 10<br>(12.8%)            | 42<br>(12.7%)  |
| 3. Accessibility for students is<br>less than that of full-timers | 20<br>(55.5%)         | 118<br>(54.6%)        | 47<br>(60.3%)            | 185<br>(56.1%) |
| 4. Other reasons                                                  | 2<br>(5.6%)           | 32<br>(14.8%)         | 7<br>(9.0%)              | 41<br>(12.4%)  |
| Total                                                             | 36<br>(100%)          | 216<br>(100%)         | 78<br>(100%)             | 330<br>(100%)  |

\*First choice only was reported on the rank ordered question.



### Projected Trends in Part-Time Faculty Hiring

There was little agreement among administrators in their assessment of probable trends in the hiring of part-time faculty over the next five years. Table 5 shows that slightly more than half the administrators did not foresee an increased or decreased trend; they thought faculty hiring would remain fairly constant. However, one out of four foresaw some increase. The increase was mostly prophesied by community college administrators.

**Table 5. Five-Year Projections for Part-Time Hiring**

| Type of Institution           | Increase Greatly | Increase Somewhat | Stay About the Same | Decrease Somewhat | Decrease Greatly | Total         |
|-------------------------------|------------------|-------------------|---------------------|-------------------|------------------|---------------|
| State Universities            | 5<br>(2.3%)      | 39<br>(17.9%)     | 131<br>(60.1%)      | 36<br>(16.5%)     | 7<br>(3.2%)      | 218<br>(100%) |
| Private Colleges/Universities | 3<br>(3.8%)      | 22<br>(27.8%)     | 46<br>(58.3%)       | 5<br>(6.3%)       | 3<br>(3.8%)      | 79<br>(100%)  |
| Community Colleges            | 4<br>(11.1%)     | 21<br>(58.3%)     | 6<br>(16.7%)        | 5<br>(13.9%)      | 0<br>(0.0%)      | 36<br>(100%)  |
| Total                         | 12<br>(3.6%)     | 82<br>(24.7%)     | 183<br>(54.9%)      | 46<br>(13.8%)     | 10<br>(3.0%)     | 333<br>(100%) |

## PART-TIME FACULTY MEMBERS

### Nature and Scope of Part-Time Teaching Assignments

The nature and scope of part-time teaching assignments include, for purposes of this study, fields taught, class time assignments, responsibilities for preparing syllabi and selecting texts, and other related components of faculty employment. The primary question regarding the nature of assignment is the type of contract a part-timer has with the employing institution. Table 6 shows that 69% of part-time teaching contracts were on an academic term basis. Some part-timers enjoy continuing contracts which promise employment for more than one term; however, this variation on standard practice occurs more often in four-year institutions than in community colleges and most often in state universities.

**Table 6. Types of Part-Time Teaching Contracts**

|                              | Continuing Basis | Quarterly/Semester | No Written Contract/Verbal Agreement | Other        | Total          |
|------------------------------|------------------|--------------------|--------------------------------------|--------------|----------------|
| State Universities           | 287<br>(31.0%)   | 594<br>(64.2%)     | 30<br>(3.3%)                         | 14<br>(1.5%) | 925<br>(100%)  |
| Private College/Universities | 40<br>(22.9%)    | 116<br>(66.3%)     | 16<br>(9.1%)                         | 3<br>(1.7%)  | 175<br>(100%)  |
| Community Colleges           | 22<br>(4.7%)     | 372<br>(79.8%)     | 72<br>(15.5%)                        | 0<br>(0.0%)  | 466<br>(100%)  |
| Total                        | 349<br>(22.3%)   | 1082<br>(69.1%)    | 118<br>(7.5%)                        | 17<br>(1.1%) | 1566<br>(100%) |

Table 7 shows the distribution of part-time faculty among the various major groups of academic fields in which they taught in the spring of 1980, and reveals that part-timers were employed in a wide range of fields. However, business, the humanities, and the arts are the three fields which most frequently employ part-time faculty. A more detailed breakdown of these major fields is provided in Appendix C.

**Table 7. Teaching Fields of Part-Time Faculty**

| Fields*                                 | Number of<br>Part-Time<br>Faculty | Percent |
|-----------------------------------------|-----------------------------------|---------|
| Mathematics                             | 113                               | 7.2%    |
| Computer Sciences                       | 52                                | 3.3%    |
| Physics and Astronomy                   | 13                                | 0.8%    |
| Chemistry                               | 12                                | 0.6%    |
| Earth, Environmental and Marine Science | 5                                 | 0.3%    |
| Engineering                             | 76                                | 4.8%    |
| Biological Sciences                     | 19                                | 1.2%    |
| Agricultural Sciences                   | 4                                 | 0.3%    |
| Medical Sciences                        | 132                               | 8.4%    |
| Social Sciences                         | 145                               | 9.2%    |
| Humanities                              | 230                               | 14.6%   |
| Arts                                    | 163                               | 10.3%   |
| Education                               | 110                               | 7.0%    |
| Business                                | 299                               | 18.9%   |
| Other Professional                      | 206                               | 13.1%   |
| Total                                   | 1579                              | 100%    |

\*This list of fields was modified from Table 1, *Summary Report 1978 Doctorate Recipients from United States Universities*, National Academy of Sciences, Washington, D.C., March, 1979.

The vast majority of part-time faculty (about 85%) were only employed by one institution in the spring of 1980, as shown on Table 8. Most part-timers taught only one course during the same period. These findings conflict with an apparent national impression that part-time college and university teachers patch together a livelihood by teaching numerous courses at several institutions (Maeroff, 1980).

**Table 8. Numbers of Institutions in Which Part-Time Faculty Taught in the Spring of 1980**

|                                            | Taught at Only<br>One Institution | Two            | Three        | More<br>than Three | Total          |
|--------------------------------------------|-----------------------------------|----------------|--------------|--------------------|----------------|
| Number and percent of<br>Part-Time Faculty | 1333<br>(84.7%)                   | 206<br>(13.1%) | 24<br>(1.5%) | 11<br>(0.7%)       | 1574<br>(100%) |

Table 9 identifies the levels of courses taught by part-time faculty. The figures suggest that more than half the part-timers (58%) taught basic, lower-division, or general introductory courses. Fifteen percent taught third or fourth year level courses, 13% taught professional, specialized courses, 8% taught continuing education or weekend college courses, and only 5% taught graduate level courses. The table also shows that more part-timers at state universities taught higher level courses as compared to other types of institutions.

**Table 9. Best Description of Course Levels Taught by Part-Time Faculty**

|                                  | Basic First Year<br>Introductory<br>Level Course | Third or<br>Fourth Year<br>Level Course | Graduate<br>Level<br>Course | Professional<br>Specialized<br>Course | Continuing<br>Education<br>Weekend College | Total          |
|----------------------------------|--------------------------------------------------|-----------------------------------------|-----------------------------|---------------------------------------|--------------------------------------------|----------------|
| State Universities               | 430<br>(46.6%)                                   | 205<br>(22.2%)                          | 78<br>(8.5%)                | 147<br>(16.0%)                        | 62<br>(6.7%)                               | 922<br>(100%)  |
| Private<br>Colleges/Universities | 114<br>(64.8%)                                   | 31<br>(17.6%)                           | 6<br>(3.4%)                 | 19<br>(1.8%)                          | 6<br>(3.4%)                                | 176<br>(100%)  |
| Community<br>Colleges            | 359<br>(79.8%)                                   | 0<br>(0.0%)                             | 0<br>(0.0%)                 | 36<br>(8.0%)                          | 55<br>(12.2%)                              | 450<br>(100%)  |
| Total                            | 903<br>(58.3%)                                   | 236<br>(15.2%)                          | 84<br>(5.4%)                | 202<br>(13.1%)                        | 123<br>(8.0%)                              | 1548<br>(100%) |

Part-time faculty teach, as do full-time faculty, both during daytime and evening hours. Table 10 reveals that only a slightly greater number of part-timers (52%) taught during the evenings than in the daytime (42%). However, when the data were broken down by type of institution, they indicated that about 71% of part-timers employed by community colleges taught during the evening as compared to 29% at private institutions, and 45% at state universities. That figure, of course, reflects the much more extensive evening course offerings at two-year colleges.

**Table 10. Part-Time Faculty Teaching Schedules**

|                                              | State<br>Universities | Private Colleges/<br>University | Community<br>Colleges | Total          |
|----------------------------------------------|-----------------------|---------------------------------|-----------------------|----------------|
| Daytime<br>During Weekday                    | 456<br>(49.2%)        | 102<br>(57.3%)                  | 95<br>(20.4%)         | 653<br>(41.6%) |
| Evenings<br>During Weekday                   | 416<br>(44.9%)        | 67<br>(37.6%)                   | 330<br>(71.0%)        | 813<br>(51.8%) |
| Both Daytime<br>& Evenings<br>During Weekday | 109<br>(11.8%)        | 25<br>(14.0%)                   | 50<br>(10.8%)         | 184<br>(11.7%) |
| Weekends<br>Day or Evening                   | 63<br>(6.8%)          | 14<br>(7.9%)                    | 73<br>(15.7%)         | 150<br>(9.6%)  |

Note: (1) Percentages were calculated from vertical distribution.

(2) Total percentages exceeded 100%, due to multiple responses in each category.

As to responsibility for course development and selection of texts for their course(s), Table 11 reveals that most part-time faculty (93%) teaching in private institutions were responsible for their syllabi, as compared to 73% at state universities and 68% at community colleges. Again, more part-timers employed by private colleges and universities indicated that they were responsible for selecting texts than part-timers who taught at other types of institutions. The majority of community colleges' part-time faculty (84%) were not responsible for selecting texts for their courses.

**Table 11. Responsibilities for Syllabus and Text Selection**

|                               | Are you responsible for the Syllabus for your course(s)*? |                 |                | Are you responsible for Selecting texts for your course(s)*? |                |                |
|-------------------------------|-----------------------------------------------------------|-----------------|----------------|--------------------------------------------------------------|----------------|----------------|
|                               | No Syllabus                                               | Yes             | No             | No Texts                                                     | Yes            | No             |
| State Universities            | 5<br>(0.5%)                                               | 673<br>(73.3%)  | 240<br>(26.2%) | 7<br>(0.7%)                                                  | 544<br>(59.3%) | 367<br>(40.0%) |
| Private Colleges/Universities | 1<br>(0.6%)                                               | 165<br>(92.7%)  | 12<br>(6.7%)   | 2<br>(1.1%)                                                  | 139<br>(78.1%) | 37<br>(20.8%)  |
| Community Colleges            | 1<br>(0.2%)                                               | 317<br>(68.3%)  | 146<br>(31.5%) | 4<br>(0.9%)                                                  | 73<br>(15.6%)  | 389<br>(83.5%) |
| Total                         | 7<br>(0.5%)                                               | 1155<br>(74.0%) | 398<br>(25.5%) | 13<br>(0.8%)                                                 | 756<br>(48.4%) | 793<br>(50.8%) |

\*Percentages were calculated from horizontal distribution.

Of significant relationship to the question of autonomy in course development and text selection is that of advance notice of appointment or of course assignment. Part-timers sometimes were hired to adjust unpredicted enrollment shifts, to accommodate sudden changes in plans of full-time faculty, or because of other unexpected personnel needs. As Table 12 demonstrates, a small percentage of part-time faculty in state universities and private colleges/universities (12% and 6%, respectively) indicated that they were notified less than a week before classes began. However, 41% of part-timers from community colleges indicated that

**Table 12. Timeliness of Notice of Appointment and Assignment to Current Courses as Reported by Part-Time Faculty Members**

|                                            | State Universities |                    | Private Colls./Univs. |                    | Community Colleges |                    | Total            |                    |
|--------------------------------------------|--------------------|--------------------|-----------------------|--------------------|--------------------|--------------------|------------------|--------------------|
|                                            | Number (percent)   | Cumulative Percent | Number (percent)      | Cumulative Percent | Number (percent)   | Cumulative Percent | Number (percent) | Cumulative Percent |
| Less than a week before classes began      | 109<br>(12.0%)     | 12.0%              | 11<br>(6.4%)          | 6.4%               | 193<br>(41.4%)     | 41.4%              | 313<br>(20.2%)   | 20.2%              |
| Less than a month before classes began     | 218<br>(24.0%)     | 36.0%              | 32<br>(18.4%)         | 24.8%              | 186<br>(39.9%)     | 81.3%              | 436<br>(28.2%)   | 48.4%              |
| One to three months before classes began   | 377<br>(41.6%)     | 77.6%              | 66<br>(37.9%)         | 62.7%              | 81<br>(17.5%)      | 98.8%              | 524<br>(33.9%)   | 82.3%              |
| Four to six months before classes began    | 102<br>(11.2%)     | 88.7%              | 35<br>(20.1%)         | 82.8%              | 3<br>(0.6%)        | 99.4%              | 140<br>(9.0%)    | 91.3%              |
| More than half-a-year before classes began | 102<br>(11.2%)     | 100%               | 30<br>(17.2%)         | 100%               | 3<br>(0.6%)        | 100%               | 135<br>(8.7%)    | 100%               |
| Total                                      | 908<br>(100%)      |                    | 174<br>(100%)         |                    | 466<br>(100%)      |                    | 1548<br>(100%)   |                    |



they were notified less than a week before classes began. Cumulative percentages also were calculated for each category at each type of institution. They reveal that the majority of part-timers (82.3%) at all institutions received notices of teaching assignments within the three month period prior to start of classes. Even with this relatively short notice, however, most part-time faculty responded that they had sufficient time to prepare for their courses (Table 13). The majority also reported that the courses were the ones they preferred to teach in their field (Table 13).

**Table 13. Sufficiency of Time for Course Preparation and Course Preference as Reported by Part-Time Faculty Members**

|                               | Did you have sufficient time to prepare for your course(s)*? |                | Are the course(s) you teach the ones you prefer to teach in your field*? |                |
|-------------------------------|--------------------------------------------------------------|----------------|--------------------------------------------------------------------------|----------------|
|                               | Yes                                                          | No             | Yes                                                                      | No             |
| State Universities            | 833<br>(91.8%)                                               | 74<br>(8.2%)   | 799<br>(87.6%)                                                           | 113<br>(12.4%) |
| Private Colleges/Universities | 159<br>(91.4%)                                               | 15<br>(8.6%)   | 154<br>(88.0%)                                                           | 21<br>(12.0%)  |
| Community Colleges            | 391<br>(85.0%)                                               | 69<br>(15.0%)  | 403<br>(87.2%)                                                           | 59<br>(12.8%)  |
| Total                         | 1383<br>(89.7%)                                              | 158<br>(10.3%) | 1356<br>(87.5%)                                                          | 193<br>(12.5%) |

\*Percentages were calculated from horizontal distribution.

### **Rank, Tenure, Academic Preparation, and Experience of Part-Time Faculty**

#### *Rank and Tenure*

Unlike full-time faculty members, the majority of part-time faculty (73%) hold the rank of lecturer or instructor, as shown in Table 14. The pattern of rank assignment is consistent among institutions. Moreover, most part-time faculty (93%) do not hold tenure, nor are they in tenure-track positions (Table 15). Tenure was rarely reported as a possibility for part-time faculty by the administrators in our survey (Table 16). On the other hand, about 42% of the administrators indicated that part-timers could be promoted in rank at their institutions.

**Table 14. Academic Ranks of Part-Time Faculty**

|                      | Professor    | Associate Professor | Assistant Professor | Instructor     | Lecturer       | Adjunct Any Rank | Visiting Professor | Other       | Total          |
|----------------------|--------------|---------------------|---------------------|----------------|----------------|------------------|--------------------|-------------|----------------|
| State Universities   | 31<br>(3.4%) | 34<br>(3.7%)        | 81<br>(8.8%)        | 348<br>(37.7%) | 231<br>(25.1%) | 169<br>(18.3%)   | 23<br>(2.5%)       | 5<br>(0.5%) | 922<br>(100%)  |
| Private Colls./Univ. | 3<br>(1.7%)  | 3<br>(1.7%)         | 9<br>(5.1%)         | 80<br>(45.2%)  | 61<br>(34.5%)  | 15<br>(8.5%)     | 4<br>(2.3%)        | 2<br>(1.0%) | 177<br>(100%)  |
| Community Colleges   | 3<br>(0.7%)  | 1<br>(0.2%)         | 6<br>(1.3%)         | 320<br>(68.8%) | 106<br>(22.8%) | 29<br>(6.2%)     | 0<br>(0.0%)        | 0<br>(0.0%) | 465<br>(100%)  |
| Total                | 37<br>(2.4%) | 38<br>(2.4%)        | 96<br>(6.1%)        | 748<br>(47.8%) | 398<br>(25.5%) | 213<br>(13.6%)   | 27<br>(1.7%)       | 7<br>(0.5%) | 1564<br>(100%) |

**Table 15. Tenure Status of Part-Time Faculty**

|                       | Tenured at This Institution | Tenured at Other Institution | No Tenure       | Total          |
|-----------------------|-----------------------------|------------------------------|-----------------|----------------|
| State Universities    | 18<br>(2.0%)                | 42<br>(4.6%)                 | 858<br>(93.4%)  | 918<br>(100%)  |
| Private Colls./Univs. | 3<br>(1.7%)                 | 8<br>(4.5%)                  | 165<br>(93.8%)  | 176<br>(100%)  |
| Community Colleges    | 1<br>(0.2%)                 | 34<br>(7.4%)                 | 424<br>(92.4%)  | 459<br>(100%)  |
| Total                 | 22<br>(1.4%)                | 84<br>(5.4%)                 | 1447<br>(93.2%) | 1553<br>(100%) |

**Table 16. Eligibility of Part-Time Faculty for Tenure and Promotion in Rank as Reported by Administrators**

| Type of Institution           | TENURE        |                |             |               | RANK           |                |             |               |
|-------------------------------|---------------|----------------|-------------|---------------|----------------|----------------|-------------|---------------|
|                               | Yes           | No             | Don't Know  | Total         | Yes            | No             | Don't Know  | Total         |
| State Universities            | 23<br>(10.6%) | 193<br>(88.5%) | 2<br>(0.9%) | 218<br>(100%) | 107<br>(50.5%) | 103<br>(48.6%) | 2<br>(0.9%) | 212<br>(100%) |
| Private Colleges/Universities | 6<br>(7.8%)   | 70<br>(90.9%)  | 1<br>(1.3%) | 77<br>(100%)  | 30<br>(39.5%)  | 42<br>(55.3%)  | 4<br>(5.2%) | 76<br>(100%)  |
| Community Colleges            | 0             | 35<br>(100%)   | 0           | 35<br>(100%)  | 0              | 36<br>(100%)   | 0           | 36<br>(100%)  |
| Total                         | 29<br>(8.8%)  | 298<br>(90.3%) | 3<br>(0.9%) | 330<br>(100%) | 137<br>(42.3%) | 181<br>(55.9%) | 6<br>(1.8%) | 324<br>(100%) |

**Terminal Degrees**

Appropriate terminal degree, teaching experience, and publications are primary qualifications for appointment to and advancement within a faculty position, and a central concern of this study focused on the degree of difference in those qualifications between full-time and part-time faculty members. As Table 17 indicates, only one out of four part-timers proved to hold the doctorate, and about one out of two had a

**Table 17. Highest Earned Degrees of Part-Time Faculty**

|                       | No Earned Degree | Associate Degree | Bachelor's Degree | Master's Degree | A.B.D. (All But Dissertation) | Doctorate or Professional Degree | Other       | Total          |
|-----------------------|------------------|------------------|-------------------|-----------------|-------------------------------|----------------------------------|-------------|----------------|
| State Universities    | 22<br>(2.4%)     | 11<br>(1.2%)     | 143<br>(15.4%)    | 399<br>(43.0%)  | 57<br>(6.2%)                  | 293<br>(31.6%)                   | 2<br>(0.2%) | 927<br>(100%)  |
| Private Colls./Univs. | 3<br>(1.7%)      | 0<br>(0.0%)      | 31<br>(17.5%)     | 91<br>(51.4%)   | 12<br>(6.8%)                  | 40<br>(22.6%)                    | 0<br>(0.0%) | 177<br>(100%)  |
| Community Colleges    | 28<br>(5.0%)     | 9<br>(1.9%)      | 109<br>(23.4%)    | 249<br>(53.4%)  | 16<br>(3.4%)                  | 55<br>(11.8%)                    | 5<br>(1.1%) | 466<br>(100%)  |
| Total                 | 48<br>(3.1%)     | 20<br>(1.3%)     | 283<br>(18.0%)    | 739<br>(47.1%)  | 85<br>(5.4%)                  | 388<br>(24.7%)                   | 7<br>(0.4%) | 1570<br>(100%) |

master's degree. Although the percentage of part-timers (about 47%) holding master's degrees obtained among all types of institutions, the percentage of part-timers holding the doctorate was highest at state universities (32%), with private colleges and universities second (23%), and community colleges last (12%).

#### Years of Experience

Average years in full- and part-time teaching and in other professional experiences reported by part-time faculty members are presented in Table 18. For all part-time faculty, the average years of part-time teaching in higher education number about four, and in full-time higher education the average is about two years. Other professional, non-teaching experience averages about ten years. Part-time college teaching experience is further broken down according to years at the current institution and years at other institutions. That part-timers tend to remain at a single institution is given credence by those last figures—four years and one year respectively.

**Table 18. Average Years of Experience of Part-Time Faculty by Type of Institution and Highest Earned Degree**

|                                       | Years at<br>Institution<br>Where Currently<br>Teaching Part-Time | Years at<br>Other<br>Institution | Years in<br>Full-Time<br>Teaching | Years in<br>Part-Time<br>Teaching | Years in Other<br>Professional<br>Experience |
|---------------------------------------|------------------------------------------------------------------|----------------------------------|-----------------------------------|-----------------------------------|----------------------------------------------|
| Total sample (N=1568)                 | 4.3                                                              | 1.1                              | 1.9                               | 3.9                               | 10.1                                         |
| Type of institution                   |                                                                  |                                  |                                   |                                   |                                              |
| State Universities (N=926)            | 4.6                                                              | 0.9                              | 2.5                               | 4.0                               | 9.6                                          |
| Private Colleges/Universities (N=177) | 4.6                                                              | 1.6                              | 1.4                               | 4.9                               | 9.4                                          |
| Community Colleges (N=465)            | 3.5                                                              | 1.4                              | 0.9                               | 3.2                               | 11.2                                         |
| F-ratio                               | F=6.9                                                            | F=7.4                            | F=13.9                            | F=7.8                             | F=4.4                                        |
| Significance level                    | p<0.01                                                           | p<0.01                           | p<0.01                            | p<0.01                            | p<0.05                                       |
| Highest earned degree                 |                                                                  |                                  |                                   |                                   |                                              |
| No earned degree (N=45)               | 5.4                                                              | 2.1                              | 0.7                               | 4.0                               | 15.1                                         |
| Associate degree (N=21)               | 4.6                                                              | 0.4                              | 0.4                               | 2.6                               | 16.9                                         |
| Bachelor's degree (N=282)             | 4.5                                                              | 0.9                              | 0.9                               | 3.5                               | 12.4                                         |
| Master's degree (N=747)               | 3.9                                                              | 1.2                              | 1.3                               | 3.8                               | 9.9                                          |
| A.B.D. (all but dissertation) (N=86)  | 2.9                                                              | 0.9                              | 2.5                               | 3.3                               | 5.5                                          |
| Doctorate/professional degree (N=387) | 4.8                                                              | 1.2                              | 3.8                               | 4.6                               | 8.8                                          |
| F-ratio                               | F=3.14                                                           | F=1.6                            | F=14.1                            | F=1.9                             | F=13.3                                       |
| Significance level                    | p>0.05                                                           | p>0.05                           | p<0.01                            | p>0.05                            | p<0.01                                       |

Table 18 offers further breakdowns of information about the teaching experience of part-timers—type of institution and terminal degrees. Part-time faculty at state universities average more years of full-time college teaching than do part-timers employed at private institutions or at community colleges. Interestingly, part-timers at community colleges have accrued more years in other professional experiences than have those from the other two types of institutions, an important measurement in the light of frequent community college claims that their mission demands wide exposure of students to working professionals in their fields of study and training. Part-timers from private institutions had slightly more years of college part-time teaching than others.

Table 18 shows that a relationship between part-timers' terminal degrees and their average years in teaching does not exist. That means that a part-timer with a doctorate does not have more experience in college-level teaching than a part-timer without a doctorate. However, the part-timers' average years spent accruing other professional experience relates significantly to part-timers' degrees. The average years of non-teaching professional experience for part-timers without an earned degree and with an associate degree are 15 years and 17 years, respectively, while the average years in non-teaching professional experience for master's degree holders and for doctoral degree holders are 10 years and 9 years, respectively. The apparent conclusion is that those part-timers without the baccalaureate degree were hired to teach part-time because of their other professional experience.

#### Publications

Only a minority of part-timers have published a book. However, about 30% of the part-timers have published at least one article and about 35% of them have presented at least one paper at a professional meeting (Table 19). The average number of articles published by part-timers is 1.8; average number of books published is 0.2; and average number of papers presented is 2.3, all indicated in Table 20. This table further breaks down this form of professional activity by type of institution and terminal degree. It indicates that part-timers at state universities are significantly more productive in publication and professional activities than are those at private institutions or at community colleges. It may be noted that as a general rule state universities place more emphasis on research than do most other institutions, and that state universities often hire their own Ph.D.'s while those newly-minted doctorate recipients seek permanent employment in a bad market. It is interesting that this pattern is reflected among part-time faculty members, as well as among full-time. As shown in Table 20, part-time faculty with the doctorate have, not surprisingly, published significantly more than persons without the doctorate.

**Table 19. Publications and Professional Activities of Part-Time Faculty**

|                                           | None            | 1-2            | 3-4           | 5 or More      | Total          |
|-------------------------------------------|-----------------|----------------|---------------|----------------|----------------|
| Published Articles                        | 1033<br>(70.0%) | 210<br>(14.2%) | 103<br>(7.0%) | 130<br>(8.8%)  | 1476<br>(100%) |
| Published Books                           | 1377<br>(90.7%) | 112<br>(7.6%)  | 12<br>(0.8%)  | 13<br>(0.9%)   | 1514<br>(100%) |
| Presented Papers in Professional Meetings | 952<br>(65.5%)  | 208<br>(14.3%) | 95<br>(6.6%)  | 198<br>(13.6%) | 1453<br>(100%) |

**Table 20. Average Numbers of Articles, Books, and Papers by Part-Time Faculty by Type of Institution and Highest Earned Degree**

|                                       | Published Articles | Published Books | Presented Papers |
|---------------------------------------|--------------------|-----------------|------------------|
| Total Sample (N=1472)                 | 1.8                | 0.2             | 2.3              |
| Type of Institution                   |                    |                 |                  |
| State Universities (N=868)            | 2.3                | 0.2             | 2.9              |
| Private Colleges/Universities (N=164) | 1.5                | 0.1             | 1.2              |
| Community Colleges (N=440)            | 0.9                | 0.1             | 1.5              |
| F-ratio                               | F=8.6              | F=2.5           | F=7.6            |
| Significance level                    | p<0.01             | p>0.05          | p<0.01           |



Table 20. (continued)

|                                       | Published Articles | Published Books | Presented Papers |
|---------------------------------------|--------------------|-----------------|------------------|
| Highest earned degree                 |                    |                 |                  |
| No earned degree (N=43)               | 0.1                | 0.2             | 2.2              |
| Associate degree (N=20)               | 1.2                | 0.1             | 3.2              |
| Bachelor's degree (N=267)             | 0.6                | 0.1             | 0.8              |
| Master's degree (N=704)               | 0.9                | 0.1             | 1.2              |
| A.B.D. (all but dissertation) (N=77)  | 1.2                | 0.1             | 1.5              |
| Doctorate/professional degree (N=363) | 4.8                | 0.4             | 5.7              |
| F-ratio                               | F=25.4             | F=3.8           | F=21.1           |
| Significance level                    | p<0.01             | p<0.01          | p<0.01           |

### Expectations and Evaluation of Part-Time Faculty

The relationship between part-time faculty employment and academic quality is an essential question posed by this study. Clues to the relationship were sought through questions regarding expectations administrators have of part-timers, and the nature and extent of evaluations that are undertaken of their performance. Table 21 indicates that about 73% of part-time teaching is evaluated by students, as reported by part-time faculty members. The table also indicates that about one-third of the part-time faculty are unaware of any evaluations of their work by their academic departments (either by chairs or by peers). About 44% of them indicate awareness that their teaching is evaluated by departments, with higher percentages of part-timers from community colleges reporting evaluation of their teaching by their academic departments than from public and private four-year institutions.

Table 21. Evaluation of Part-Time Teaching as Reported by Part-Time Faculty Members

|                               | Is your Course Evaluated by Your Students?* |                |                | Is Your Course Evaluated by the Department (Chair or Peers)?* |                |                |
|-------------------------------|---------------------------------------------|----------------|----------------|---------------------------------------------------------------|----------------|----------------|
|                               | Yes                                         | No             | Don't Know     | Yes                                                           | No             | Don't Know     |
| State Universities            | 716<br>(77.8%)                              | 127<br>(13.8%) | 77<br>(8.4%)   | 331<br>(36.0%)                                                | 239<br>(26.0%) | 349<br>(38.0%) |
| Private Colleges/Universities | 119<br>(66.9%)                              | 36<br>(20.3%)  | 23<br>(12.8%)  | 57<br>(32.0%)                                                 | 55<br>(30.9%)  | 66<br>(37.1%)  |
| Community Colleges            | 295<br>(64.1%)                              | 86<br>(18.7%)  | 79<br>(17.2%)  | 300<br>(64.7%)                                                | 58<br>(12.5%)  | 106<br>(22.8%) |
| Total                         | 1130<br>(72.5%)                             | 249<br>(15.0%) | 179<br>(11.5%) | 686<br>(44.1%)                                                | 352<br>(22.5%) | 521<br>(33.4%) |

\*Percentages were calculated from horizontal distributions.

Questions about evaluation were also put to administrators. About 95% of part-time teaching is evaluated by students, by chairpersons and/or one or more full-time faculty members, administrators reported (Table 22). Criteria for evaluation of part-time teaching do not differ from those employed in the evaluation of full-time teaching according to about 80% of the administrators (Table 23). A great majority of administrators (79%) reported that evaluations are discussed with part-time faculty (Table 24) and 77% indicated that negative reports in evaluation have been used as a reason not to rehire part-time faculty (Table 25). Evaluation processes do not appear to differ significantly according to the type of institution.

**Table 22. Evaluation of Part-Time Teaching as Reported by Administrators**

| Type of Institution           | Yes, it is Evaluated by Students | Yes, it is Evaluated by Chair and/or Full-Time Faculty | Yes, it is Evaluated by Students, Chair, and/or Full-Time Faculty | No, it is Not Evaluated | Total         |
|-------------------------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|-------------------------|---------------|
| State Universities            | 61<br>(28.2%)                    | 14<br>(6.5%)                                           | 127<br>(58.8%)                                                    | 14<br>(6.5%)            | 216<br>(100%) |
| Private Colleges/Universities | 20<br>(26.3%)                    | 11<br>(14.5%)                                          | 42<br>(55.3%)                                                     | 3<br>(3.9%)             | 76<br>(100%)  |
| Community Colleges            | 6<br>(16.7%)                     | 6<br>(16.7%)                                           | 23<br>(63.9%)                                                     | 1<br>(2.7%)             | 36<br>(100%)  |
| Total                         | 87<br>(26.5%)                    | 31<br>(9.5%)                                           | 192<br>(58.5%)                                                    | 18<br>(5.5%)            | 328<br>(100%) |

**Table 23. Differences Between Criteria for Evaluation of Part-Time and Full-Time Faculty as Reported by Administrators**

| Type of Institution           | Yes           | No             | Does Not Apply, No Evaluation | Total         |
|-------------------------------|---------------|----------------|-------------------------------|---------------|
| State Universities            | 23<br>(10.6%) | 182<br>(83.9%) | 12<br>(5.5%)                  | 217<br>(100%) |
| Private Colleges/Universities | 8<br>(10.4%)  | 68<br>(88.3%)  | 1<br>(1.3%)                   | 77<br>(100%)  |
| Community Colleges            | 25<br>(69.4%) | 10<br>(27.8%)  | 1<br>(2.8%)                   | 36<br>(100%)  |
| Total                         | 56<br>(17.0%) | 260<br>(78.8%) | 14<br>(4.2%)                  | 330<br>(100%) |

**Table 24. Differences in Completed Evaluations by Administrators with Part-Time Faculty as Reported by Administrators**

| Type of Institution           | Yes            | No            | Does Not Apply No Evaluation | Total         |
|-------------------------------|----------------|---------------|------------------------------|---------------|
| State Universities            | 161<br>(75.2%) | 39<br>(18.3%) | 14<br>(6.5%)                 | 214<br>(100%) |
| Private Colleges/Universities | 63<br>(82.9%)  | 9<br>(11.8%)  | 4<br>(5.3%)                  | 76<br>(100%)  |
| Community Colleges            | 33<br>(94.4%)  | 1<br>(2.8%)   | 1<br>(2.8%)                  | 35<br>(100%)  |
| Total                         | 257<br>(79.1%) | 49<br>(15.1%) | 19<br>(5.8%)                 | 325<br>(100%) |

**Table 25. Use of Negative Evaluations in Reappointment Decisions Affecting Part-Time Faculty as Reported by Administrators**

| Type of Institution           | Yes            | No            | Does Not Apply<br>No Evaluation | Total         |
|-------------------------------|----------------|---------------|---------------------------------|---------------|
| State Universities            | 160<br>(76.2%) | 40<br>(19.0%) | 10<br>(4.8%)                    | 210<br>(100%) |
| Private Colleges/Universities | 57<br>(78.1%)  | 13<br>(17.8%) | 3<br>(4.1%)                     | 73<br>(100%)  |
| Community Colleges            | 30<br>(85.6%)  | 3<br>(8.8%)   | 2<br>(5.6%)                     | 35<br>(100%)  |
| Total                         | 247<br>(77.7%) | 56<br>(17.6%) | 15<br>(4.7%)                    | 318<br>(100%) |

In an attempt to elicit self-evaluations regarding the quality of their teaching, we asked part-time faculty members what they needed most to improve the quality of their teaching. Table 26 reveals a wide range of responses. However, increased remuneration for part-time teaching, more contact with students beyond classroom teaching, and more contact with full-time faculty members were most frequently mentioned. Some differences among types of institutions emerged. A considerable number of part-timers from community colleges, for example, cited more timely notifications of teaching appointments and freedom to develop syllabi and select texts for their courses as most necessary for improvement of their teaching. These latter two items were less frequently mentioned by four-year institutions' part-timers. However, a higher percentage of part-timers from four-year institutions than from community colleges indicated a need for more contact with students beyond regular classroom teaching than community college faculty.

**Table 26. Changes Needed to Improve the Quality of Part-Time Teaching as Reported by Part-Time Faculty**

|                                                                                              | State<br>Universities | Private<br>Colls./Univs. | Community<br>Colleges | Total          |
|----------------------------------------------------------------------------------------------|-----------------------|--------------------------|-----------------------|----------------|
| To develop the syllabus and<br>select textbooks for my course                                | 73<br>(8.1%)          | 14<br>(7.9%)             | 65<br>(13.7%)         | 152<br>(9.8%)  |
| To have more<br>contact/interaction with<br>full-time faculty members                        | 107<br>(11.9%)        | 19<br>(10.8%)            | 64<br>(13.5%)         | 190<br>(12.2%) |
| To have more<br>contact/interaction with<br>chairpersons/administrators                      | 27<br>(3.0%)          | 6<br>(3.4%)              | 12<br>(2.5%)          | 45<br>(2.9%)   |
| To have more<br>contact/interaction with<br>my students beyond<br>regular classroom teaching | 142<br>(15.7%)        | 29<br>(16.5%)            | 49<br>(10.3%)         | 220<br>(14.2%) |
| To be notified of the<br>appointment(s) in time to<br>prepare to teach the course(s)         | 53<br>(5.9%)          | 10<br>(5.7%)             | 82<br>(17.2%)         | 145<br>(9.3%)  |
| To be paid more for<br>teaching part-time                                                    | 200<br>(22.2%)        | 38<br>(21.6%)            | 74<br>(15.5%)         | 312<br>(20.1%) |

Table 26. (continued)

|                                                                                            | State Universities | Private Colls./Univs. | Community Colleges | Total          |
|--------------------------------------------------------------------------------------------|--------------------|-----------------------|--------------------|----------------|
| To participate in the faculty development program in order to improve my teaching skill(s) | 94<br>(10.4%)      | 17<br>(9.7%)          | 57<br>(12.0%)      | 168<br>(10.8%) |
| To receive further education/training in my field                                          | 84<br>(9.3%)       | 23<br>(13.1%)         | 39<br>(8.2%)       | 146<br>(9.4%)  |
| All Others                                                                                 | 89<br>(9.9%)       | 14<br>(7.9%)          | 22<br>(4.6%)       | 125<br>(8.0%)  |
| Not in need of any improvement                                                             | 33<br>(3.6%)       | 6<br>(3.4%)           | 12<br>(2.5%)       | 51<br>(3.3%)   |
| Total                                                                                      | 902<br>(100%)      | 176<br>(100%)         | 476<br>(100%)      | 1554<br>(100%) |

Time allocation to various duties by part-time faculty is also examined in our survey. Table 27 presents the average percentages of time spent on activities during a typical week of part-time teaching. The average percentage spent in classroom teaching and in preparing lectures and grading are 34% and 22%, respectively. Few part-timers perform departmental administrative duties. An average of 7% was spent in keeping abreast of field and 30% in other professional activities not related to part-time teaching. Part-timers from private institutions seem to spend more time in teaching, preparing lectures, and keeping abreast of their fields than part-timers from state institutions.

Table 27. Average Percentages of Activities During a Typical Week of Part-time Teaching by Type of Institution

| Type of Institution          | Teaching in Classroom | Advising and/or Counseling Students | Preparing Lectures and Grading | Performing Departmental Administrative Duties | Keeping Abreast of Field | Other Professional Activities |
|------------------------------|-----------------------|-------------------------------------|--------------------------------|-----------------------------------------------|--------------------------|-------------------------------|
| State Universities (N=872)   | 31.9%                 | 7.9%                                | 20.1%                          | 1.6%                                          | 6.4%                     | 32.1%                         |
| Private Institutions (N=163) | 37.2%                 | 6.7%                                | 26.3%                          | 1.0%                                          | 8.7%                     | 20.1%                         |
| Community Colleges (N=448)   | 37.4%                 | 4.1%                                | 22.4%                          | 1.1%                                          | 6.5%                     | 28.5%                         |
| Total Sample (N=1483)        | 34.3%                 | 6.6%                                | 21.5%                          | 1.4%                                          | 6.7%                     | 29.5%                         |

An important element of teaching, especially undergraduate teaching, is advising or counseling and the clarification of complex points outside the regular class period. As shown in Table 27, the average percentage of time part-timers spent in advising and/or counseling students was about 7%. When the data were broken down by type of institutions, part-time faculty at state universities spent an average 8% of their time advising and/or counseling students, while part-timers at private institutions spent 7% and part-timers at community colleges spent 4%.

The data suggest that part-timers participating in this survey perceive advising or counseling students to be part of their duties. Are they required or expected to perform this extra-classroom duty normally expected of full-timers? This question was answered unevenly by the administrators responding to the



survey. As Table 28 indicates, only 15% of the administrators reported that they required part-time faculty to do so; among this group, more administrators from state universities (20%) indicated this as compared both to private institutions and to community colleges. About 40% reported that they do not require, but would expect, part-timers to advise or counsel students, while another 40% indicated that they neither require nor expect part-timers to do so.

**Table 28. Expectations of Part-Time Faculty Regarding Extra-Classroom Duties, Including Advising or Counseling Students, as Reported by Administrators**

| Type of Institution | Yes, we do require them to do so | No, we do not require but expect them to do so | No, we do not require nor expect them to do so | Sometimes Yes, Sometimes No | Total         |
|---------------------|----------------------------------|------------------------------------------------|------------------------------------------------|-----------------------------|---------------|
| State Universities  | 45<br>(20.8%)                    | 94<br>(43.5%)                                  | 74<br>(34.3%)                                  | 3<br>(1.4%)                 | 216<br>(100%) |
| Private Coll./Univ. | 4<br>(5.1%)                      | 23<br>(29.5%)                                  | 48<br>(61.6%)                                  | 3<br>(3.8%)                 | 78<br>(100%)  |
| Community Colleges  | 2<br>(5.6%)                      | 23<br>(63.8%)                                  | 11<br>(30.6%)                                  | 0<br>(0.0%)                 | 36<br>(100%)  |
| Total               | 51<br>(15.5%)                    | 140<br>(42.4%)                                 | 133<br>(40.3%)                                 | 6<br>(1.8%)                 | 330<br>(100%) |

### Recruitment of Part-Time Faculty

Selection and hiring procedures for part-time faculty apparently differ significantly from those used for full-time faculty, with heavy reliance on some form of personal contacts being the rule in recruitment of part-timers. As shown in Table 29, more than half (60%) of part-time faculty members reported that they had learned of the availability of their current teaching position by "word of mouth." About 27% named professional associations as their source of information, and only 4% reported that they learned of the teaching position through public advertisement either in newspapers or in other publications.

**Table 29. Part-Time Faculty Members' Sources of Information About Teaching Position Availability**

|                       | Word of Mouth  | Advertisement | Professional Association | Went In & Applied | Total          |
|-----------------------|----------------|---------------|--------------------------|-------------------|----------------|
| State Universities    | 561<br>(60.8%) | 43<br>(4.7%)  | 261<br>(28.2%)           | 58<br>(6.3%)      | 923<br>(100%)  |
| Private Colls./Univs. | 116<br>(66.3%) | 5<br>(2.9%)   | 34<br>(19.4%)            | 20<br>(11.4%)     | 175<br>(100%)  |
| Community Colleges    | 264<br>(56.8%) | 12<br>(2.6%)  | 126<br>(27.1%)           | 63<br>(13.5%)     | 465<br>(100%)  |
| Total                 | 941<br>(60.3%) | 60<br>(3.8%)  | 421<br>(26.9%)           | 141<br>(9.0%)     | 1564<br>(100%) |

Administrators were also asked about recruitment of part-time faculty. As Table 30 indicates, administrators' descriptions of methods for recruiting part-time faculty substantiate the part-timers' reports. A high percentage of administrators in four-year institutions reported that personal contact in the form of recommendations by colleagues within their institutions is the most frequently used recruitment technique (Table 30). Personal contact in the form of recommendations from people at other institutions was also reported often as the most frequently used method. In community colleges, about one-third of the administrators indicated that recruitment from a pool of candidates gathered from consolidated applications most frequently occurs, while another one-third of those administrators identified the primary recruitment source as recommendations from colleagues.

**Table 30. Most Frequently Used Methods for Recruiting Part-Time Faculty**

|                                                                                                  | State<br>Universities | Private<br>Colls./Univs. | Community<br>Colleges | Total          |
|--------------------------------------------------------------------------------------------------|-----------------------|--------------------------|-----------------------|----------------|
| Advertisement in local newspaper<br>and/or institution's publication                             | 35<br>(15.9%)         | 8<br>(10.1%)             | 7<br>(20.0%)          | 50<br>(14.9%)  |
| Advertisement in statewide or nationwide<br>newspaper and/or publication                         | 9<br>(4.1%)           | 4<br>(5.1%)              | 0<br>(0.0%)           | 13<br>(3.9%)   |
| Through professional association<br>announcement                                                 | 8<br>(3.6%)           | 6<br>(7.6%)              | 1<br>(2.9%)           | 15<br>(4.5%)   |
| Personal contacts based on<br>recommendations from people or<br>organization outside institution | 40<br>(18.2%)         | 23<br>(29.1%)            | 6<br>(17.1%)          | 69<br>(20.6%)  |
| Personal contacts based on<br>recommendations of colleagues                                      | 94<br>(42.7%)         | 38<br>(48.1%)            | 10<br>(28.6%)         | 142<br>(42.4%) |
| From pool of candidates gathered<br>from unsolicited application                                 | 36<br>(16.4%)         | 10<br>(12.7%)            | 11<br>(31.4%)         | 57<br>(17.0%)  |

Note: (1) Percentages were calculated from vertical distributions.

(2) Reported only the first choice on the rank ordered questions.

(3) Total percentages exceeded 100% because several respondents answered two first choices.

**Table 31. Numbers of Persons Contacted/Interviewed Before Offering a Part-Time Teaching Position**

| Type of<br>Institution   | PERSONS CONTACTED* |                    |               |                      |               | PERSONS INTERVIEWED* |                    |               |                      |               |
|--------------------------|--------------------|--------------------|---------------|----------------------|---------------|----------------------|--------------------|---------------|----------------------|---------------|
|                          | One                | Two<br>or<br>Three | Four          | More<br>Than<br>Four | Don't<br>Know | One                  | Two<br>or<br>Three | Four          | More<br>Than<br>Four | Don't<br>Know |
| State<br>Universities    | 33<br>(15.6%)      | 94<br>(44.6%)      | 38<br>(18.0%) | 34<br>(16.1%)        | 12<br>(5.7%)  | 56<br>(29.3%)        | 100<br>(52.4%)     | 19<br>(9.9%)  | 7<br>(3.7%)          | 9<br>(4.7%)   |
| Private<br>Colls./Univs. | 4<br>(5.5%)        | 41<br>(56.2%)      | 11<br>(15.1%) | 12<br>(16.4%)        | 5<br>(6.8%)   | 17<br>(24.6%)        | 37<br>(53.6%)      | 7<br>(10.1%)  | 2<br>(3.0%)          | 6<br>(8.7%)   |
| Community<br>Colleges    | 0<br>(0.0%)        | 11<br>(30.5%)      | 6<br>(16.7%)  | 13<br>(36.1%)        | 6<br>(16.7%)  | 0<br>(0.0%)          | 14<br>(42.4%)      | 7<br>(21.2%)  | 7<br>(21.2%)         | 5<br>(15.2%)  |
| Total                    | 37<br>(11.6%)      | 146<br>(45.6%)     | 55<br>(17.2%) | 59<br>(18.4%)        | 23<br>(7.2%)  | 73<br>(24.9%)        | 151<br>(51.5%)     | 33<br>(11.3%) | 16<br>(5.5%)         | 20<br>(6.8%)  |

\*Percentages were calculated from horizontal distributions for persons contacted and persons interviewed, respectively.

As Table 31 indicates, about half of all administrative respondents indicated that on the average two or three persons were contacted or interviewed before a teaching job was offered. A higher percentage of community college administrators than private and public institution administrators indicated that four or more persons were contacted in regard to a part-time teaching position.

While interviews constitute a usual part of the hiring process for part-time as well as full-time faculty, the importance accorded that interview and the consequent involvement of administrators and faculty vary considerably. As shown in Table 32, among four-year private and public institutions, about one out of four administrators reported that only chairpersons were involved, and about one out of two reported that a chairperson and one or more full-time faculty members of the same department were involved. Among community colleges, more than half the administrators reported that formal search committees were established to fill part-time positions, and were consequently involved in the interviewing process.

**Table 32. Personnel Involved in Part-Time Faculty Candidate Interviews**

|                                                                                                     | State<br>Universities | Private<br>Colls./Univs. | Community<br>Colleges | Total          |
|-----------------------------------------------------------------------------------------------------|-----------------------|--------------------------|-----------------------|----------------|
| Chairperson only                                                                                    | 53<br>(24.9%)         | 18<br>(22.8%)            | 4<br>(11.4%)          | 75<br>(22.9%)  |
| A higher level administrator<br>along with the Chair                                                | 8<br>(3.8%)           | 11<br>(13.9%)            | 2<br>(5.7%)           | 21<br>(6.4%)   |
| Chair or other administrator and one<br>or more full-time faculty members<br>of the same department | 104<br>(48.8%)        | 40<br>(50.7%)            | 6<br>(17.1%)          | 150<br>(45.9%) |
| A formal search committee for<br>that part-time teaching position                                   | 22<br>(10.3%)         | 2<br>(2.5%)              | 19<br>(54.3%)         | 43<br>(13.2%)  |
| None of the above                                                                                   | 8<br>(3.8%)           | 0<br>(0.0%)              | 0<br>(0.0%)           | 8<br>(2.4%)    |
| Other*                                                                                              | 18<br>(8.4%)          | 8<br>(10.1%)             | 4<br>(11.5%)          | 30<br>(9.2%)   |
| Total                                                                                               | 213<br>(100%)         | 79<br>(100%)             | 35<br>(100%)          | 327<br>(100%)  |

\*Includes the following answers: don't know, no hires in recent past, varies depends on departments from time to time, etc.

Recruitment of part-timers appears to differ from recruitment for regular full-time faculty in several substantial ways. Instead of public announcement through advertisements and formal letters that equal opportunity and affirmative action have made standard practice in recent years, personal contacts and recommendations provide primary channels for part-time employment. Given that difference in recruitment procedures, we were interested in the relationship of recruitment procedures to possible differences in criteria employed in the selection of part-time faculty as compared to full-time faculty. As Table 33 demonstrates, 44% of administrators reported that they hired part-timers with lesser credentials than those required for full-time faculty, while 31% reported that there were no differences and that they insisted upon the same qualifications. A smaller proportion of administrators (17%) reported that the criteria depended upon the nature of assignment and level of courses to be taught. The remaining (9%) indicated that criteria for part-time faculty are different from those of full-time faculty.



**Table 33. Differences in Criteria Applied to Selection of Part-Time Faculty as Compared to Full-Time Faculty**

| Type of Institution   | Yes            | No Difference | Depends upon the nature of assignment, requirement varies | Other         | Total         |
|-----------------------|----------------|---------------|-----------------------------------------------------------|---------------|---------------|
| State Universities    | 97<br>(45.2%)  | 62<br>(28.8%) | 31<br>(14.4%)                                             | 25<br>(11.6%) | 215<br>(100%) |
| Private Colls./Univs. | 30<br>(39.5%)  | 28<br>(36.8%) | 17<br>(22.4%)                                             | 1<br>(1.3%)   | 76<br>(100%)  |
| Community Colleges    | 15<br>(44.1%)  | 9<br>(26.5%)  | 7<br>(20.6%)                                              | 3<br>(8.8%)   | 34<br>(100%)  |
| Total                 | 142<br>(43.7%) | 99<br>(30.5%) | 55<br>(16.9%)                                             | 29<br>(8.9%)  | 325<br>(100%) |

A sizable number of written comments were furnished by administrators regarding criteria for selection of part-time faculty. Following are some comments by administrators:

Usually the person hired has expertise for the course to be taught and may not always have the needed research and publication record.

Part-timers usually have more professional experience and fewer academic credentials.

We hire individuals with highest credentials we can get for the position. We drop our standards if the applicant pool does not have the highest available.

Normally require the same credentials but market forces dictate the level for part-timers.

Subject expertise and specific expertise is much more important in part-time. No attempt to assess scholarly (publication) potential.

Some areas are very difficult to find staffing and we will be forced to hire those with lesser credentials.

#### **Reasons for Part-Time Teaching**

Seven categories of part-time faculty employment were proposed by Howard Tuckman (1978) in his national study, and have become standard points of reference for those interested in part-time faculty issues. These categories include: the semi-retired, students, those wishing to become full-timers (hopeful full-timers), those with a full-time job (full-mooners), those with responsibilities in the home (homeworkers), those with another part-time job (part-mooners), and all others (part-unknowners). Those categories serve as reference points in the following review of reasons our respondents offered for becoming part-timers.

Faculty in our survey were asked to identify the most important reason for their part-time teaching. They were also asked to rank order their responses, beginning with number one as the most important reason. Table 34 presents the numbers and percentages of part-timers ranked by sex and type of institution, and according to their indications of priority in their decision to teach part-time. Half the part-time faculty have identified pleasure in the task ("teaching is enjoyable and fulfilling") as their most important reason. Interestingly, more men (57%) than women (39%) indicated this as a first reason. Next in apparent importance among reasons for teaching part-time are financial need and the need to keep abreast of fields of study. Although administrators in our interviews (see Case Study section) often revealed contrary assumptions, only 15% of women faculty identified family responsibilities as a reason for teaching part-time. However, 12%



of women indicated that they taught part-time because they could not find full-time jobs, as compared to about 4% of men. More in accordance with conventional expectations, about 5% of women, as compared to a fraction of 1% of men, gave geographical immobility as a reason. About 6% of the part-time faculty taught part-time to gain teaching experience for a prospective full-time teaching job, therefore qualifying as "hopeful full-timers," in Tuckman's scheme. This group of part-timers in our survey appeared more frequently in private institutions than in public institutions. Only about 2% of part-timers in our survey indicated that they taught part-time because they were retired or semi-retired but wanted to teach part-time.

**Table 34. Most Important Reasons for Teaching Part-Time by Sex and Type of Institution\***

|                                                                              | Male           | Female         | State Universities | Private Colls./Univs. | Community Colleges | Total            |
|------------------------------------------------------------------------------|----------------|----------------|--------------------|-----------------------|--------------------|------------------|
| Teaching is enjoyable and fulfilling                                         | 566<br>(56.4%) | 223<br>(38.3%) | 463<br>(50.1%)     | 77<br>(42.1%)         | 244<br>(52.5%)     | 789<br>(49.7%)   |
| To gain teaching experience for a prospective full-time teaching job         | 58<br>(5.8%)   | 30<br>(5.2%)   | 41<br>(4.4%)       | 14<br>(7.7%)          | 32<br>(6.9%)       | 88<br>(5.5%)     |
| Location of the institution is convenient to me                              | 9<br>(0.9%)    | 8<br>(1.4%)    | 14<br>(1.5%)       | 3<br>(1.6%)           | 0<br>(0.0%)        | 17<br>(1.1%)     |
| Family responsibilities (part-time teaching is flexible)                     | 10<br>(1.0%)   | 88<br>(15.1%)  | 55<br>(6.0%)       | 14<br>(7.7%)          | 28<br>(6.0%)       | 98<br>(6.2%)     |
| To keep abreast of my field (professional development)                       | 112<br>(11.2%) | 32<br>(5.5%)   | 86<br>(9.3%)       | 13<br>(7.1%)          | 40<br>(8.6%)       | 144<br>(9.1%)    |
| To obtain income to go to graduate school                                    | 7<br>(0.7%)    | 15<br>(2.6%)   | 17<br>(1.8%)       | 3<br>(1.6%)           | 2<br>(0.4%)        | 22<br>(1.4%)     |
| Need income in addition to my regular salary                                 | 131<br>(13.0%) | 34<br>(5.8%)   | 87<br>(9.4%)       | 17<br>(9.3%)          | 59<br>(12.7%)      | 165<br>(10.4%)   |
| Retired or semi-retired but want to teach part-time                          | 30<br>(3.0%)   | 6<br>(1.0%)    | 23<br>(2.5%)       | 4<br>(2.2%)           | 9<br>(1.9%)        | 36<br>(2.3%)     |
| Cannot find full-time job in my field                                        | 37<br>(3.7%)   | 67<br>(11.5%)  | 63<br>(6.8%)       | 18<br>(9.8%)          | 23<br>(4.9%)       | 104<br>(6.6%)    |
| Cannot look for job elsewhere, confined to this area because of spouse's job | 1<br>(0.0%)    | 27<br>(4.6%)   | 21<br>(2.3%)       | 7<br>(3.8%)           | 0<br>(0.0%)        | 28<br>(1.7%)     |
| Allows flexibility for doing other work or holding another part-time job     | 38<br>(3.8%)   | 41<br>(7.0%)   | 45<br>(4.9%)       | 10<br>(5.5%)          | 24<br>(5.2%)       | 79<br>(5.0%)     |
| Not qualified for full-time college teaching                                 | 5<br>(0.5%)    | 11<br>(1.9%)   | 9<br>(1.0%)        | 3<br>(1.6%)           | 4<br>(0.9%)        | 16<br>(1.0%)     |
| Total                                                                        | 1004<br>(100%) | 582<br>(100%)  | 924<br>(100%)      | 183<br>(100%)         | 465<br>(100%)      | 1586**<br>(100%) |

\*Reported only the first choice in the rank ordered questions.

\*\*A few respondents marked two first choices, therefore the sample size in this table slightly exceeded the total sample.

#### Other Employment of Part-Time Faculty Members

A widespread conventional assumption, revealed in the literature and reinforced in the case studies undertaken in this project, is that the overwhelming majority of part-time faculty members hold full-time jobs, and that they teach part-time as "moonlighters" for a variety of reasons. This assumption, however,

appears to hold true only for male part-time faculty members; data from our survey indicate a different picture for female part-timers. Table 35 shows the present employment status of part-time faculty members by sex. About 78% of males hold a full-time second job as compared to 28% of females. About 28% of females and about 11% of males hold a second part-time job other than teaching. About 44% of female part-time faculty members indicated that their current part-time teaching assignment is the only job they hold, compared to only 11% of males who reported themselves in that position. In other words, the majority of females (72%) either hold no other job at all, or hold only another part-time position, as compared to a small portion of male faculty members (22%) in that category.

**Table 35. Present Employment Status of Part-Time Faculty by Sex**

|                                                                                                        | Male           | Female         | Total          |
|--------------------------------------------------------------------------------------------------------|----------------|----------------|----------------|
| Employed Full-Time Elsewhere                                                                           | 772<br>(78.1%) | 159<br>(27.9%) | 931<br>(59.7%) |
| Employed Part-Time Elsewhere                                                                           | 107<br>(10.8%) | 162<br>(28.4%) | 269<br>(17.3%) |
| Presently not Employed Elsewhere<br>(part-time teaching at the current<br>institution is the sole job) | 109<br>(11.1%) | 249<br>(43.7%) | 358<br>(23.0%) |
| Total                                                                                                  | 988<br>(100%)  | 570<br>(100%)  | 1558<br>(100%) |

Table 36 reveals the distribution of second jobs held by part-time faculty. The largest group of part-timers (27%) are employed in the education area, in college or university teaching or administration, in postdoctoral appointments, and in elementary or secondary school teaching. The next largest groups are in business (17%), government (13%), and industry (12%). This table also offers a breakdown by sex, indicating that more second jobs of women, as compared to men, are in teaching at another educational institution. Accordingly, more males are employed by government and industry than are females.

Table 36 is also broken down to indicate comparative full-time and part-time employment status. Although only 8% of part-timers indicated that their second jobs were in college level teaching, the majority of these second teaching assignments were part-time. The implication of these data is that, if the source of part-time faculty is another institution's faculty that source would be the institution's part-time rather than full-time faculty. Overall, other employment pursued by part-time faculty varies enormously, indicating considerable occupational heterogeneity among part-time academics.

**Table 36. Distribution of Part-Time Faculty with Second Jobs by Type of Employment and Sex.**

|                                                                | Sex          |              | Status of Employment |              | Total           |
|----------------------------------------------------------------|--------------|--------------|----------------------|--------------|-----------------|
|                                                                | Male         | Female       | Full-Time            | Part-Time    |                 |
| College Level Teaching                                         | 48<br>(4.0%) | 44<br>(3.7%) | 32<br>(2.7%)         | 59<br>(5.0%) | 92<br>(7.7%)    |
| Administrative position/research<br>at an academic institution | 52<br>(4.3%) | 20<br>(1.7%) | 54<br>(4.5%)         | 16<br>(1.3%) | 72<br>(6.0%)    |
| Post doctoral Appointment                                      | 2<br>(0.2%)  | 0<br>(0.0%)  | 2<br>(0.2%)          | 0<br>(0.0%)  | 2<br>(0.2%)     |
| Elementary or Secondary Teaching                               | 91<br>(7.6%) | 70<br>(5.8%) | 141<br>(11.8%)       | 20<br>(1.7%) | 161<br>(13.14%) |

Table 36. (continued)

|                     | Sex            |              | Status of Employment |              |                |
|---------------------|----------------|--------------|----------------------|--------------|----------------|
|                     | Male           | Female       | Full-Time            | Part-Time    | Total          |
| Government Employee | 128<br>(10.7%) | 23<br>(1.9%) | 139<br>(11.7%)       | 13<br>(1.1%) | 151<br>(12.6%) |
| Business            | 161<br>(13.4%) | 42<br>(3.5%) | 166<br>(13.9%)       | 37<br>(3.1%) | 203<br>(16.9%) |
| Industry            | 141<br>(11.7%) | 7<br>(0.6%)  | 144<br>(12.1%)       | 3<br>(0.3%)  | 148<br>(12.3%) |
| Medical or Health   | 79<br>(6.6%)   | 34<br>(2.8%) | 79<br>(6.6%)         | 34<br>(2.9%) | 113<br>(9.4%)  |
| Law                 | 46<br>(3.8%)   | 7<br>(0.6%)  | 45<br>(3.8%)         | 7<br>(0.6%)  | 53<br>(4.4%)   |
| Own Business        | 81<br>(6.7%)   | 32<br>(2.7%) | 71<br>(6.0%)         | 37<br>(3.1%) | 113<br>(9.4%)  |
| Other               | 53<br>(4.4%)   | 39<br>(3.3%) | 52<br>(4.4%)         | 39<br>(3.3%) | 92<br>(7.7%)   |
| Total               | 1200<br>(100%) |              | 1190<br>(100%)       |              | 1200<br>(100%) |

Sometimes, persons are employed involuntarily or reluctantly as part-timers while they seek full-time appointments. This segment of part-timers in our sample represents about 24%, with 76% of this group reporting that they were not currently looking for full-time jobs (Table 37). It is interesting to note that more than twice as many female (35%) than males (17%) mentioned that they were currently looking for full-time jobs. Although women in academia appear somewhat more likely to work part-time than do men, it is questionable whether there are more voluntary women part-timers than men.

Table 37. Numbers of Part-Timers Currently Searching for Full-Time Positions

|                          | Male           | Female         | Total           |
|--------------------------|----------------|----------------|-----------------|
| Yes, currently searching | 168<br>(17.2%) | 196<br>(34.5%) | 364<br>(23.5%)  |
| Not searching            | 807<br>(82.7%) | 372<br>(65.5%) | 1179<br>(76.4%) |
| Maybe                    | 1<br>(0.1%)    | 0<br>(0.0%)    | 1<br>(0.1%)     |
| Total                    | 976<br>(100%)  | 568<br>(100%)  | 1544<br>(100%)  |

Of those full-time employment seekers among the part-time faculty, many appear oriented toward teaching. Table 38 suggests about half are looking for full-time teaching positions in higher education, and about one-third would be receptive either to an academic or a non-academic position, depending on which were offered first. No difference between men and women is indicated here.

**Table 38. Kinds of Full-Time Positions for Which Part-Timers are Searching.**

|                                            | Male          | Female         | Total          |
|--------------------------------------------|---------------|----------------|----------------|
| College Level Full-Time Teaching Positions | 91<br>(52.9%) | 108<br>(54.8%) | 199<br>(53.9%) |
| Non-academic Positions                     | 21<br>(12.2%) | 21<br>(10.7%)  | 42<br>(11.4%)  |
| Both, whichever Comes First                | 50<br>(29.1%) | 59<br>(29.9%)  | 109<br>(29.5%) |
| Haven't Decided                            | 10<br>(5.8%)  | 9<br>(4.6%)    | 19<br>(5.2%)   |
| Total                                      | 172<br>(100%) | 197<br>(100%)  | 369<br>(100%)  |

Whatever their original reasons for accepting part-time teaching, half the part-time faculty believe their part-time teaching experience will improve their credentials, and therefore enhance their opportunities for future full-time positions (Table 39). About 29% believed that their credentials would be enhanced somewhat, while only a small percentage (4%) said no, not at all, and 11% indicated that they did not know whether part-time teaching would enhance their credentials for full-time employment (Table 39).

**Table 39. Opinions of Full-Time Job Seekers Regarding Enhancement of Credentials for Future Full-Time Employment Provided by Part-Time Experience**

|                | Male          | Female         | Total          |
|----------------|---------------|----------------|----------------|
| Yes—Definitely | 91<br>(53.5%) | 113<br>(57.1%) | 204<br>(55.4%) |
| Yes—Somewhat   | 52<br>(30.6%) | 56<br>(28.3%)  | 108<br>(29.4%) |
| No             | 8<br>(4.7%)   | 7<br>(3.5%)    | 15<br>(4.1%)   |
| Don't Know     | 19<br>(11.2%) | 22<br>(11.1%)  | 41<br>(11.1%)  |
| Total          | 170<br>(100%) | 198<br>(100%)  | 368<br>(100%)  |

Given the rather sizeable number of full-time job seekers in our sample, especially among women, the length of their search bears some relevance to many of the concerns of this study. As Table 40 reveals, the majority of these job seekers have been looking for less than a year, or for one to two years. Among the reasons offered for their search for full-time jobs, financial need was the most frequently mentioned reason by both men and women. For women, dissatisfaction with the present job and lessening family responsibilities were the next most frequently mentioned reasons (Table 41). For men, dissatisfaction with the present job vied with financial need as the most important reason for looking for a full-time job (Table 41).



**Table 40. Length of Time Part-Time Faculty Members have been Looking for Full-Time Jobs.**

|                                        | Male                |                       | Female              |                       | Total               |                       |
|----------------------------------------|---------------------|-----------------------|---------------------|-----------------------|---------------------|-----------------------|
|                                        | Number<br>(percent) | Cumulative<br>Percent | Number<br>(percent) | Cumulative<br>Percent | Number<br>(percent) | Cumulative<br>Percent |
| One to 11 months<br>(less than a year) | 73<br>(47.4%)       | 47.4%                 | 93<br>(49.2%)       | 49.2%                 | 166<br>(48.4%)      | 48.4%                 |
| One to 2 years                         | 55<br>(35.7%)       | 83.1%                 | 80<br>(31.8%)       | 87.0%                 | 115<br>(33.5%)      | 81.9%                 |
| Three to 4 years                       | 15<br>(9.7%)        | 92.8%                 | 18<br>(9.5%)        | 90.5%                 | 33<br>(9.6%)        | 91.5%                 |
| Five to 6 years                        | 6<br>(3.9%)         | 96.7%                 | 12<br>(6.4%)        | 96.9%                 | 18<br>(5.3%)        | 96.8%                 |
| Six years or more                      | 5<br>(3.2%)         | 100%                  | 6<br>(3.2%)         | 100%                  | 11<br>(3.2%)        | 100%                  |
| Total                                  | 154<br>(100%)       |                       | 189<br>(100%)       |                       | 343<br>(100%)       |                       |

**Table 41. Rank-Ordered Reasons for Full-Time Position Searches by Part-Time Faculty\***

|                                                | Male          | Female        | Total          |
|------------------------------------------------|---------------|---------------|----------------|
| Not Satisfied with<br>Present Employer         | 61<br>(35.7%) | 48<br>(23.7%) | 109<br>(29.1%) |
| Would like to move to<br>Other geographic area | 12<br>(7.0%)  | 7<br>(3.5%)   | 19<br>(5.1%)   |
| Financial<br>Need                              | 54<br>(31.6%) | 71<br>(34.9%) | 125<br>(33.4%) |
| Lesser Family<br>Responsibilities Now          | 4<br>(2.3%)   | 34<br>(16.8%) | 38<br>(10.2%)  |
| Just Completed<br>Degree                       | 15<br>(8.8%)  | 13<br>(6.4%)  | 28<br>(7.5%)   |
| Want to Work<br>Full-Time                      | 12<br>(7.0%)  | 17<br>(8.3%)  | 29<br>(7.8%)   |
| Other                                          | 13<br>(7.6%)  | 13<br>(6.4%)  | 26<br>(6.9%)   |
| Total                                          | 171<br>(100%) | 203<br>(100%) | 374<br>(100%)  |

\*Reported only the first choice in the rank ordered question.

#### Part-Time Faculty Average Salaries and Determinants of Salaries

Average salary rates of part-time faculty and the determinants of salary variations among part-time faculty members was a central concern of this study. Three major salary patterns obtain for part-time

teaching: salary per credit hour, salary per course, and salary per academic term.\* Table 42 reports the average salaries as calculated from responses of part-time faculty members. The average salary per credit hour, as reported by 598 part-time faculty members in our survey, is \$205; the average salary per course is \$922, as reported by 448 part-time faculty members. About 300 part-time faculty members earned an average of \$1429 per academic term. These three salary measures are further broken down in our tables by selected variables such as type of institution, rank, highest degree earned, and sex. The average salaries for each attribute are presented, as well as the number of part-time faculty members from whose salaries averages are calculated. In each simple correlation with salary levels, there is some indication of variations according to type of institution, rank, and degree. Type of institution, rank, and degree are all statistically significant in correlation with the three measures of salaries. For example, part-timers at state and private four-year institutions earn more than part-timers at community colleges. Higher academic ranks and more advanced degrees also contribute to higher part-time teaching salaries.

Since sex is a variable often included in full-time faculty salary studies, we have also examined the average comparative salaries of male and female part-time faculty. Table 42 indicates that men do not earn more than women when average salaries are measured by payment per credit hour and per course. Women part-time faculty, however, earn higher average salaries per academic term than men. Nevertheless, the interpretation of these simple correlations without controlling other attributes do not explain much about the determinants of the part-time teaching salary. A more detailed study regarding the determinants of salary will be presented later.

\*Institutions that follow quarter systems, and those that follow the semester system were included in this study. Clearly, some salary differences can be related to the several weeks difference in the length of each term, a difference we did not account for in this study.

**Table 42. Average Salary as Reported by Part-Time Faculty**

|                                | Average Salary<br>per<br>Credit Hour | Average Salary<br>per<br>Course | Average Salary<br>per<br>Semester/Quarter |
|--------------------------------|--------------------------------------|---------------------------------|-------------------------------------------|
| Total Sample                   | \$205<br>(N=598)                     | \$922<br>(N=448)                | \$1429<br>(N=315)                         |
| <b>Type of Institution:</b>    |                                      |                                 |                                           |
| State Universities             | \$222 (N=254)                        | \$1018 (N=245)                  | \$1623 (N=214)                            |
| Private Colls./Univs.          | \$236 (N=68)                         | \$1189 (N=63)                   | \$1586 (N=27)                             |
| Community Colleges             | \$181 (N=271)                        | \$635 (N=136)                   | \$ 818 (N=71)                             |
| F-ratio                        | F=16.2                               | F=43.6                          | F=10.5                                    |
| Significance level             | p<0.01                               | p<0.01                          | p<0.01                                    |
| <b>Rank:</b>                   |                                      |                                 |                                           |
| Professor                      | \$256 (N=8)                          | \$1263 (N=4)                    | \$2172 (N=6)                              |
| Associate Professor            | \$247 (N=8)                          | \$1254 (N=11)                   | \$1033 (N=3)                              |
| Assistant Professor            | \$267 (N=23)                         | \$1085 (N=24)                   | \$3647 (N=11)                             |
| Instructor                     | \$196 (N=299)                        | \$ 840 (N=220)                  | \$1190 (N=147)                            |
| Lecturer                       | \$195 (N=168)                        | \$ 972 (N=117)                  | \$1438 (N=97)                             |
| Adjunct in any rank            | \$225 (N=85)                         | \$937 (N=65)                    | \$1279 (N=42)                             |
| Visiting Professor in any rank | \$303 (N=3)                          | \$1267 (N=6)                    | \$3629 (N=6)                              |
| F-ratio                        | F=4.2                                | F=2.9                           | F=10.7                                    |
| Significance level             | p<0.01                               | p<0.05                          | p<0.01                                    |

Table 42. (continued)

|                                  | Average Salary<br>per<br>Credit Hour | Average Salary<br>per<br>Course | Average Salary<br>per<br>Semester/Quarter |
|----------------------------------|--------------------------------------|---------------------------------|-------------------------------------------|
| <b>Highest earned degree:</b>    |                                      |                                 |                                           |
| No earned degree                 | \$113 (N=13)                         | \$ 665 (N=8)                    | \$1083 (N=16)                             |
| Associate degree                 | \$165 (N=10)                         | \$ 542 (N=3)                    | \$ 562 (N=6)                              |
| Bachelor's degree                | \$178 (N=121)                        | \$ 787 (N=74)                   | \$1106 (N=56)                             |
| Master's degree                  | \$207 (N=314)                        | \$ 875 (N=230)                  | \$1269 (N=144)                            |
| A.B.D. (all but dissertation)    | \$241 (N=26)                         | \$ 936 (N=24)                   | \$2258 (N=22)                             |
| Doctorate or professional degree | \$236 (N=108)                        | \$1140 (N=109)                  | \$1908 (N=68)                             |
| F-ratio                          | F=7.9                                | F=7.0                           | F=5.7                                     |
| Significance level               | $p < 0.01$                           | $p < 0.01$                      | $p < 0.01$                                |
| <b>Sex:</b>                      |                                      |                                 |                                           |
| Male                             | \$206 (N=380)                        | \$903 (N=274)                   | \$1263 (N=206)                            |
| Female                           | \$201 (N=218)                        | \$950 (N=174)                   | \$1734 (N=108)                            |
| F-ratio                          | F=0.4                                | F=0.9                           | F=9.1                                     |
| Significance level               | $p > 0.05$                           | $p > 0.05$                      | $p < 0.01$                                |

Table 43 shows average part-time teaching salaries as reported by administrators. The information is broken down by type of institution and the highest degree held by a part-time faculty member. The average salary per credit hour reported for a doctoral degree holder at state universities is about \$325, \$337 at private colleges/universities, and \$196 at community colleges. For a master's degree holder the average salary per credit hour is about \$289 at state universities, \$270 at private institutions, and \$196 at community colleges. Some administrators indicated that part-time faculty salaries were established without reference to degrees held. The average salary per credit hour without reference to degrees at state universities is about \$422, with high standard deviation of \$326 which means a wide range of salaries occurs in this category. The university might, for example, bring in an outstanding specialist in a needed field at a significantly higher than usual salary.

The average salary per course for a doctoral degree holder is \$1544 and \$1140 for a master's degree holder, as reported by administrators and shown in Table 43. Broken down by type of institution, the average salaries per course are \$1643 and \$1151 for doctoral and master's degree holders, respectively, at state universities, while at private institutions, the average salaries are \$1194 and \$1105, respectively, for doctoral and master's degree holders. Although no information on salary per course was provided by community college administrators, information on average salary per credit hour would probably indicate an average of \$600 per three credit-hour course.

Table 43. Average Starting Salary for Part-Time Faculty as Reported by Administrators

|                                                  | State<br>Universities | Private<br>Colls./Univs. | Community<br>Colleges | Total   |
|--------------------------------------------------|-----------------------|--------------------------|-----------------------|---------|
| \$ per credit hour for a doctorate degree holder |                       |                          |                       |         |
| Mean                                             | \$324.5               | \$336.5                  | \$196.3               | \$322.0 |
| Standard Deviation                               | \$ 87.6               | \$ 80.2                  | \$ 7.5                | \$ 86.6 |
| Number of Administrators                         | 53                    | 26                       | 4                     | 83      |

Table 43. (continued)

|                                                      | State<br>Universities | Private<br>Colls./Univs. | Community<br>Colleges | Total    |
|------------------------------------------------------|-----------------------|--------------------------|-----------------------|----------|
| <b>\$ per credit hour for a master degree holder</b> |                       |                          |                       |          |
| Mean                                                 | \$288.8               | \$269.6                  | \$196.3               | \$278.3  |
| Standard Deviation                                   | \$ 75.8               | \$ 62.4                  | \$ 7.5                | \$ 72.5  |
| Number of Administrators                             | 53                    | 26                       | 4                     | 83       |
| <b>\$ per credit hour regardless of degree</b>       |                       |                          |                       |          |
| Mean                                                 | \$411.9               | \$223.2                  | \$189.7               | \$282.6  |
| Standard Deviation                                   | \$326.4               | \$ 70.6                  | \$ 7.3                | \$228.0  |
| Number of Administrators                             | 27                    | 15                       | 28                    | 70       |
| <b>\$ per course for a doctorate degree holder</b>   |                       |                          |                       |          |
| Mean                                                 | \$1642.8              | \$1193.6                 | NA                    | \$1544.0 |
| Standard Deviation                                   | \$ 933.7              | \$ 602.5                 | NA                    | \$ 886.3 |
| Number of Administrators                             | 39                    | 11                       |                       | 50       |
| <b>\$ per course for a master degree holder</b>      |                       |                          |                       |          |
| Mean                                                 | \$1150.9              | \$1105.0                 | NA                    | \$1139.7 |
| Standard Deviation                                   | \$ 398.6              | \$ 393.0                 | NA                    | \$ 393.3 |
| Number of Administrators                             | 34                    | 11                       |                       | 45       |

The foregoing represents a general picture of average salaries of part-time teaching, although not the basis upon which they are computed. Are these salaries *pro rata* full-time salaries? About 70% of the administrators in our survey indicated that the part-time teaching salary is not *pro rata* the full-time salary, as in Table 44. However, about one out of three administrators at state universities, about one out of four at private institutions, and about one out of thirty-two at community colleges, indicated that part-time salaries are *pro rata* those of full-time faculty.

Table 44. Incidence of Part-Time Salaries That are Pro Rata Full-Time Teaching Loads as Reported by Administrators

|                               | Yes           | No             | Don't Know  | Somewhat    | Total         |
|-------------------------------|---------------|----------------|-------------|-------------|---------------|
| State Universities            | 68<br>(32.8%) | 136<br>(65.7%) | 2<br>(1.0%) | 1<br>(0.5%) | 207<br>(100%) |
| Private Colleges/Universities | 18<br>(24.3%) | 51<br>(68.9%)  | 5<br>(6.8%) | 0<br>(0.0%) | 74<br>(100%)  |
| Community Colleges            | 1<br>(3.0%)   | 32<br>(97.0%)  | 0<br>(0.0%) | 0<br>(0.0%) | 33<br>(100%)  |
| Total                         | 87<br>(27.7%) | 219<br>(69.8%) | 7<br>(2.2%) | 1<br>(0.3%) | 314<br>(100%) |

Administrators were asked whether part-time faculty in their institutions received pay raises. Slightly less than half the administrators from four-year institutions reported that their part-time faculty receive merit raises and a majority of those indicated that part-timers also receive cost of living raises. Only a small portion of administrators (9%) from two-year institutions indicated that their part-time faculty receive either merit or cost of living raises (Table 45). In cases in which part-time faculty receive raises, teaching ability was the most important criterion used according to more than half the administrators (Table 46).



**Table 45. Incidence of Eligibility for Salary Increases Among Part-Time Faculty\*.**

|                               | Merit          |                |             | Cost of Living |                |             |
|-------------------------------|----------------|----------------|-------------|----------------|----------------|-------------|
|                               | Yes            | No             | Don't Know  | Yes            | No             | Don't Know  |
| State Universities            | 91<br>(47.2%)  | 99<br>(51.3%)  | 3<br>(1.5%) | 115<br>(60.8%) | 71<br>(37.6%)  | 3<br>(1.6%) |
| Private Colleges/Universities | 28<br>(41.8%)  | 35<br>(52.2%)  | 4<br>(6.0%) | 42<br>(63.6%)  | 21<br>(31.8%)  | 3<br>(4.6%) |
| Community Colleges            | 3<br>(9.1%)    | 30<br>(90.9%)  | 0<br>(0.0%) | 5<br>(16.1%)   | 26<br>(83.9%)  | 0<br>(0.0%) |
| Total                         | 122<br>(41.6%) | 164<br>(56.0%) | 7<br>(2.4%) | 162<br>(56.6%) | 118<br>(41.3%) | 6<br>(2.1%) |

\*Percentages were calculated based on horizontal distributions.

**Table 46. Criteria Applied in Salary Increase Decisions for Part-Time Faculty\***

|                       | Teaching Ability | Publication Record | Both Teaching & Publication | Cost of Living Across the Board | Other Reasons | Don't Know   |
|-----------------------|------------------|--------------------|-----------------------------|---------------------------------|---------------|--------------|
| State Universities    | 71<br>(55.5%)    | 0<br>(0.0%)        | 38<br>(29.7%)               | 4<br>(3.1%)                     | 13<br>(10.1%) | 2<br>(1.6%)  |
| Private Colls./Univs. | 30<br>(69.8%)    | 0<br>(0.0%)        | 6<br>(13.9%)                | 2<br>(4.7%)                     | 1<br>(2.3%)   | 4<br>(9.3%)  |
| Community Colleges    | 1<br>(8.3%)      | 0<br>(0.0%)        | 5<br>(41.7%)                | 1<br>(8.3%)                     | 0<br>(0.0%)   | 5<br>(41.7%) |
| Total                 | 102<br>(55.7%)   | 0<br>(0.0%)        | 49<br>(26.8%)               | 7<br>(3.8%)                     | 14<br>(7.7%)  | 11<br>(6.0%) |

\*Percentages were calculated based on horizontal distribution.

### *Determinants of Part-Time Salary*

Until recently, the determinants of part-time faculty salary were not examined, although a great body of literature about full-time faculty salaries existed. It was conventionally believed that most part-time teaching was based on a flat rate and personal credentials were not correlated with variations in salaries. Tuckman and Caldwell (1978) in their national study, in fact, indicated that the skills part-timers possess do not play a major role in determining salary variations, but rather, that institutional factors are the major source of salary differences among part-time faculty. In our study, we attempted to examine variations in part-time faculty salaries by using a regression model. The multiple regression method has been widely used to analyze the determinants of full-time faculty salaries. Usually, a set of variables such as publications, performance, educational levels, years of experience, tenure, rank, race, sex, and marital status are selected as those primarily affecting salary differences. To analyze the sources of salary variation among part-time faculty, a regression model similar to a general full-time salary equation was developed for this study. However, additional variables to part-time teaching particularly were also included in the model.

Socio-demographic characteristics and professional qualifications of part-timers, institutional factors, and circumstances which have been proposed as leading persons to part-time teaching were selected as independent variables affecting salary variations of part-time faculty. The socio-demographic characteristics and qualifications of part-time faculty members included such variables as race, sex, marital status, field

of study, highest degree earned, year degree awarded, rank, tenure status, year of birth, total years of part-time and full-time college teaching, total years of other professional experience, publication of articles and books, and such professional activities as presenting papers. The institutional factors included type of institution in which a part-timer taught, number and level of course(s) taught in the current term, and type of contract held. The circumstances presumably leading a person to accept a part-time teaching position were proposed in the form of the following variables:

- part-time teaching because of family responsibilities
- responsibility for a child under the age of six
- cannot find a full-time job
- presently looking for a full-time job
- teaching part-time as possible route to full-time teaching
- believes part-time teaching will enhance future full-time employment
- cannot relocate for employment
- spouse associated with the institution where part-time teaching offered
- presently employed elsewhere
- teaching part-time because of financial need

In total, 38 independent variables are included in the regression model in the expectation that the model might reveal the significance of some of these variables, thereby explaining some determinants of part-time faculty salaries. The measurement of these independent variables are described in the addendum to this section.

Because some part-timers indicated they were paid by credit hours, while others indicated payment per course or per academic term, the dependent variables consist of these three salary measures. The independent variables are regressed on these three salary levels, respectively. The results of the study are revealed in Table 47.

**Table 47. Salary Determinants for Part-Time Faculty — Regression Coefficients**

| Independent Variables                                                                       | Salary Per Course |       | Salary Per Semester/Quarter |        | Salary Per Credit Hour |         |
|---------------------------------------------------------------------------------------------|-------------------|-------|-----------------------------|--------|------------------------|---------|
|                                                                                             | B                 | Beta  | B                           | Beta   | B                      | Beta    |
| Number of courses taught at current term                                                    | -43.4             | -0.08 | 445.4**                     | 0.23** | 36.0                   | 0.08    |
| Teaching graduate level course(s)                                                           | 174.4             | 0.07  | 2.94                        | 0.00   | 44.0*                  | 0.09*   |
| Teaching part-time because of family responsibilities                                       | 5.0               | 0.00  | -306.7                      | -0.10  | -0.91                  | -0.00   |
| Cannot find full-time job                                                                   | -36.2             | -0.02 | -171.4                      | -0.03  | -56.8**                | -0.12** |
| Presently looking for full-time job                                                         | 18.9              | 0.02  | 32.3                        | 0.01   | 13.1                   | 0.06    |
| Interested in teaching full-time                                                            | -60.5             | -0.06 | 119.5                       | 0.05   | -1.9                   | -0.00   |
| Free to move                                                                                | 9.4               | 0.01  | -360.1                      | -0.10  | 7.4                    | 0.02    |
| White                                                                                       | -70.3             | -0.03 | -364.8                      | -0.06  | -14.5                  | -0.04   |
| Spouse is not associated with the institution in which the respondent is teaching part-time | 54.9              | 0.05  | 71.6                        | 0.03   | -7.5                   | -0.04   |
| Responsibility for child under six                                                          | 62.9              | 0.02  | 467.5                       | 0.05   | 11.4                   | 0.02    |
| Part-time teaching will enhance future full-time employment                                 | -1.84             | -0.00 | -133.6                      | -0.03  | -24.6                  | -0.08   |

Table 47. (continued)

| Independent Variables                                           | Salary Per Course |        | Salary Per Semester/Quarter |         | Salary Per Credit Hour |        |
|-----------------------------------------------------------------|-------------------|--------|-----------------------------|---------|------------------------|--------|
|                                                                 | B                 | Beta   | B                           | Beta    | B                      | Beta   |
| Mathematical Sciences                                           | 46.1              | 0.02   | -144.7                      | -0.03   | 1.5                    | 0.00   |
| Medical Sciences                                                | 142.8             | 0.04   | 468.0                       | 0.08    | -1                     | -1     |
| Social Sciences                                                 | -26.9             | -0.02  | 98.4                        | 0.02    | 30.8*                  | 0.09*  |
| Arts                                                            | -40.0             | -0.02  | 714.4*                      | 0.14*   | 4.8                    | 0.01   |
| Education                                                       | -126.8            | -0.10  | 87.05                       | 0.02    | -2.7                   | -0.01  |
| Business                                                        | 45.0              | 0.03   | -1.54                       | -0.00   | -5.9                   | -0.02  |
| Humanities                                                      | -6.4              | -0.01  | -178.9                      | -0.05   | 7.7                    | 0.02   |
| State Universities                                              | 380.8*            | 0.38*  | -40.8                       | -0.01   | 35.1                   | 0.17   |
| Private Colleges/Universities                                   | 563.6**           | 0.40** | -143.2                      | -0.03   | 44.4                   | 0.15   |
| Community Colleges                                              | 48.07             | 0.04   | -468.2                      | -0.15   | 8.4                    | 0.04   |
| Continuing contract                                             | -155.8*           | -0.10* | -285.8                      | -0.08   | -21.0                  | -0.07  |
| Lecturer and Instructor                                         | 54.0              | 0.05   | -282.8                      | -0.10   | -7.1                   | -0.03  |
| Tenure                                                          | 41.6              | 0.02   | -182.9                      | -0.03   | 26.4                   | 0.07   |
| Presently employed elsewhere                                    | -96.6             | -0.08  | -584.7                      | -0.19   | -27.3*                 | -0.12* |
| Male                                                            | -15.5             | -0.02  | 4.41                        | 0.00    | 19.29                  | 0.10   |
| Married                                                         | -49.1             | -0.04  | -519.7*                     | -0.16*  | 27.7*                  | 0.12*  |
| Doctorate                                                       | 146.7*            | 0.13*  | 446.4*                      | 0.14*   | 23.7*                  | 0.10*  |
| Years of part-time teaching at the current institution          | -6.7              | -0.05  | -67.4**                     | -0.22** | 1.7                    | 0.08   |
| Total years of part-time teaching                               | 7.7               | 0.07   | 32.9                        | 0.12    | 0.37                   | 0.02   |
| Years in other professional experience                          | -2.3              | -0.04  | 2.87                        | 0.02    | -0.12                  | -0.01  |
| Years in full-time college teaching                             | 15.1*             | 0.14*  | 30.1                        | 0.12    | 2.19*                  | 0.12*  |
| Year of degree awarded                                          | -0.34             | -0.01  | -2.6                        | -0.04   | 0.59                   | 0.08   |
| Year of birth                                                   | 0.84              | 0.02   | 0.32                        | 0.00    | 1.12                   | 0.12   |
| Percentage of part-time income greater than 50% of total income | 115.3             | 0.09   | 693.8                       | 0.21    | 21.9                   | 0.09   |
| Have published one or more articles                             | -2.9              | -0.00  | 31.7                        | 0.01    | 7.3                    | 0.03   |
| Have published one or more books                                | 113.5             | 0.07   | 521.7*                      | 0.11*   | 8.6                    | 0.02   |
| Have presented one or more papers                               | 79.3              | 0.08   | -41.44                      | -0.02   | 1.32                   | 0.01   |
| Constant                                                        | 73.88             |        | 2370.17                     |         | 97.95                  |        |
| Adjusted R <sup>2</sup>                                         | 0.21              |        | 0.34                        |         | 0.11                   |        |
| F-ratio                                                         | 4.09              |        | 5.04                        |         | 2.99                   |        |
| N                                                               | 436               |        | 301                         |         | 573                    |        |

\*A coefficient significant at the 5 percent level.

\*\*A coefficient significant at the 1 percent level.

1. Medical field was excluded in the regression model of salary per credit hour because some were paid by hour rather than by credit hour.

Significant findings regarding variations in part-time teaching salaries emerged from this study, including the following:

- (1) A doctoral degree holder earns a higher salary than others, and this variable appears as a major factor among personal characteristics determining salary levels.

- (2) Number of years of full-time college teaching experience also contributes to variations in part-time teaching salaries. Additional years of experience in full-time college teaching could lead to higher pay in part-time teaching. However, years in part-time teaching or other professional experience are not significantly related to salary.
- (3) If a part-timer is paid per academic term, publication of one or more books tends to promote higher salary. However, this variable is not statistically significant in two other salary measures.
- (4) A person who holds a continuing part-time contract or who has taught for many years at the current institution tends not to be rewarded by a higher salary than those who hold one-term contracts or who are short-time teachers at the current institution. This can be seen in the negative coefficients in the variables of type of contract and years at the current institution.
- (5) Type of institution in which a part-timer teaches plays an important part in salary determination. Part-time faculty at four-year institutions, either private or public, earn higher salaries than two-year community college part-time faculty.
- (6) Part-timers who teach graduate-level courses are paid higher salaries per credit hour.
- (7) The academic field is not a significant determining factor in part-time teaching salaries, except in the arts. That part-time faculty in art, music, and theater earn higher salaries than others perhaps indicates higher value placed on these fields, or perhaps simply the convention in the arts in higher education that students should be taught by working artists and performers.
- (8) Race and sex, which are important explanatory variables in full-time faculty salaries, are not statistically significant in part-time faculty salary equations. In other words, part-time female and minority faculty do not earn less than white males.
- (9) Circumstances that appear to lead to part-time academic employment do not explain salary differentials. For example, family responsibilities, particularly responsibility for a child under six, or geographical immobility are statistically insignificant in explaining salary levels. The single exception in this area is that persons who report that they teach part-time because they cannot find full-time jobs in their field are likely to earn less than others.
- (10) Full-time faculty salaries are significantly increased by a person's academic rank. Rank is not, however, an important explanatory variable for part-time faculty salary after controlling for other attributes, although it was significantly related to salary on a simple correlation level.

In all three salary measures, the proportions of variance explained by these three regression equations range only from 11% to 34%. That suggests that, although several variables are significantly related to salary levels, the pattern is rather random.

### **Addendum**

The measurement of independent variables in the regression model was conducted as follows:

#### *Socio-demographic Characteristics and Academic Qualifications*

- a) Race, sex, marital status, highest degree earned, tenure status, and rank each was coded dichotomously which equals to one if a person is white, male, married, a doctoral-degree holder, tenured, or in lecturer/instructor rank.
- b) Year of degree awarded and year of birth were coded directly from the last two digits of years.
- c) Years of full-time or part-time college teaching, years teaching in the current institution, and years of other professional experiences were all coded continuously reflecting actual years.
- d) Publications and professional activities were coded dichotomously which assumes a value of one if a person has published one or more articles or one or more books or has presented one or more papers.



- e) Field of study was a set of dummy variables\* which was coded as one if a person's terminal degree was in one of the following fields: mathematical sciences, medical sciences, social sciences, arts, education, business, or humanities.

#### *Institutional Factors*

- a) Three sets of dummy variables which received a value of one if the part-timers were employed by a state university, private college or university, or community college.
- b) Level of course taught was coded one if the person taught graduate-level course(s), 0 otherwise.
- c) Type of contract was coded one if the person held a continuing contract.
- d) Number of courses taught reflected actual number as reported by part-timers.

#### *The Situational Factors*

A set of dummy variables was coded for persons reporting they (1) taught part-time because they could not find full-time jobs, (2) were teaching part-time because of family responsibilities, (3) were presently looking for a full-time job, (4) were interested in teaching full-time, (5) were free to move to another geographical area, (6) had a spouse not associated with the institution in which the respondent was teaching part-time, (7) had responsibility for a child under six, (8) believed that part-time teaching would enhance future full-time employment, or (9) were presently employed elsewhere. Teaching for financial need was measured by the percentage of part-time teaching income greater than 50% of total income.

#### **Fringe Benefit Coverage of Part-Time Faculty**

Fringe benefit coverage of part-time faculty is examined here separately from salary determinations. Table 48 shows the numbers and percentages of part-time faculty who received each of the following six major benefits from the institutions where they taught, and from other sources: retirement plan, unemployment insurance, health insurance, life insurance, workers' compensation, and sick leave.

Table 48 reveals that a retirement plan (STRS) is the only benefit which is widely available to part-time faculty, and is a benefit enjoyed by about half the part-timers. However, this benefit is available only to part-time faculty in state-assisted institutions in Ohio, including four-year and community colleges. It is not available to faculty at private institutions. Senate Bill 245 extended the retirement benefit to part-time faculty in public institutions in the state of Ohio on June 29, 1978, effective from day of hire, and eliminated the eligibility requirement of full-time work for 60 consecutive days. In private institutions, only 7% of the part-time faculty respondents indicated that they received retirement benefits. The data in Table 48 suggest that a markedly small number of part-time faculty receive other benefits, including unemployment insurance, health insurance, life insurance, workers' compensation, or sick leave. Even with the small numbers and percentages of part-timers receiving these benefits, comparatively more part-timers at state universities receive benefits than at private institutions and community colleges.

\*A variable is referred to as a "dummy variable" when simple scores of one and 0 have been assigned.

**Table 48. Numbers and Percentages of Part-Time Faculty Receiving Selected Fringe Benefits from Academic Part-Time Employment and From Other Sources**

| Fringe Benefits | State Universities   |                | Private Colls./Univs. |               | Community Colleges   |                | Total                |                |
|-----------------|----------------------|----------------|-----------------------|---------------|----------------------|----------------|----------------------|----------------|
|                 | Part-Time Employment | Other Sources  | Part-Time Employment  | Other Sources | Part-Time Employment | Other Sources  | Part-Time Employment | Other Sources  |
| Retirement Plan | 463<br>(50.7%)       | 371<br>(40.6%) | 12<br>(7.0%)          | 69<br>(40.1%) | 188<br>(41.0%)       | 254<br>(55.5%) | 663<br>(42.9%)       | 694<br>(45.0%) |

**Table 48. (continued)**

|                           | State<br>Universities |                | Private<br>Colls./Univs. |               | Community<br>Colleges |                | Total         |                |
|---------------------------|-----------------------|----------------|--------------------------|---------------|-----------------------|----------------|---------------|----------------|
| Unemployment<br>Insurance | 32<br>(3.5%)          | 256<br>(28.0%) | 6<br>(3.5%)              | 44<br>(25.8%) | 12<br>(2.6%)          | 153<br>(33.4%) | 50<br>(3.2%)  | 453<br>(29.3%) |
| Health<br>Insurance       | 75<br>(8.2%)          | 423<br>(46.3%) | 9<br>(5.2%)              | 80<br>(46.5%) | 1<br>(0.2%)           | 252<br>(55.0%) | 85<br>(5.5%)  | 755<br>(48.9%) |
| Life<br>Insurance         | 41<br>(4.5%)          | 359<br>(39.3%) | 2<br>(1.2%)              | 67<br>(38.9%) | 1<br>(0.2%)           | 226<br>(49.3%) | 44<br>(2.8%)  | 652<br>(42.3%) |
| Workers'<br>Compensation  | 62<br>(6.8%)          | 268<br>(29.3%) | 7<br>(4.1%)              | 45<br>(26.2%) | 11<br>(2.4%)          | 180<br>(39.3%) | 80<br>(5.2%)  | 493<br>(31.9%) |
| Sick<br>Leave             | 135<br>(14.8%)        | 303<br>(33.2%) | 9<br>(5.2%)              | 55<br>(32.0%) | 5<br>(1.1%)           | 219<br>(47.8%) | 149<br>(9.7%) | 577<br>(37.4%) |

The unavailability of fringe benefits from employment in academic institutions is regarded as more or less important by part-time faculty in accordance with their benefit coverage from other sources—other employment, for example, or spouse's employment. Table 48 reveals that less than half the part-time faculty who responded to our survey receive benefits from other sources and the likelihood of receiving these benefits differs little according to type of institution.

The surprisingly high percentage of part-time faculty who reported that they did not receive benefits from any sources, break down further as follows: 27% are not eligible for a retirement plan, 68% do not receive unemployment insurance, 46% do not receive health insurance, 55% do not receive life insurance, 64% do not receive workers' compensation, and 55% do not earn sick leave. For comparative purposes, we have included data in Table 49 from a 1976 national part-time faculty survey sponsored by the American Association of University Professors and conducted by Howard Tuckman. The data suggest that higher percentages of part-time faculty in Ohio do not receive fringe benefits, except eligibility for a retirement plan, from any sources, as compared to the national figures.

**Table 49. Numbers and Percentages of Part-Time Faculty Receiving Selected Fringe Benefits from any Employment Sources**

|                        | Our Study       | National AAUP Study* |
|------------------------|-----------------|----------------------|
| Retirement Plan        | 418<br>(26.9%)  | 30.7%                |
| Unemployment Insurance | 1053<br>(67.8%) | NA                   |
| Health Insurance       | 717<br>(46.2%)  | 42.0%                |
| Life Insurance         | 858<br>(55.2%)  | 39.8%                |
| Workers' Compensation  | 991<br>(63.8%)  | 58.2%                |
| Sick Leave             | 850<br>(54.7%)  | 47.2%                |

\*Tuckman and Vogler, 1978b, p. 42

In addition to questions about the extent of their benefit coverage, part-time faculty members were also asked whether they would like to receive such benefits. Table 50 presents the responses of part-time faculty to this question. About one out of five part-time faculty indicated a desire for unemployment insurance, health insurance, and sick leave. About 15% would like to receive retirement benefits and workers' compensation. It appears that a higher percentage of part-timers from private institutions would like to receive those benefits, especially a retirement benefits plan.

**Table 50. Numbers and Percentages of Part-Time Faculty Indicating a Desire to Receive Selected Fringe Benefits**

|                           | State<br>Universities | Private<br>Colls./Univs. | Community<br>Colleges | Total          |
|---------------------------|-----------------------|--------------------------|-----------------------|----------------|
| Retirement<br>Plan        | 99<br>(10.6%)         | 65<br>(37.8%)            | 74<br>(16.1%)         | 238<br>(15.4%) |
| Unemployment<br>Insurance | 171<br>(18.7%)        | 49<br>(28.4%)            | 111<br>(24.2%)        | 331<br>(21.5%) |
| Health<br>Insurance       | 186<br>(20.3%)        | 53<br>(30.8%)            | 101<br>(22.0%)        | 340<br>(22.0%) |
| Life<br>Insurance         | 166<br>(18.2%)        | 49<br>(28.5%)            | 85<br>(18.6%)         | 300<br>(19.4%) |
| Workers'<br>Compensation  | 139<br>(15.1%)        | 42<br>(24.3%)            | 87<br>(18.9%)         | 268<br>(14.7%) |
| Sick<br>Leave             | 148<br>(16.2%)        | 45<br>(26.2%)            | 117<br>(25.4%)        | 310<br>(20.1%) |

#### *Other Benefits*

Other benefits included in our study were those usually granted to full-time faculty: sabbatical leave, tuition for self, tuition for spouse and dependents, university parking, recreational facilities, bookstore discount, library privileges, and subsidies for professional meetings. Table 51 shows the numbers and percentages of part-time faculty who indicated that they receive these benefits from their part-time teaching employment. Among these benefits, library privileges are more generally available to part-timers than any other. The data also suggest that more part-timers employed by private institutions receive university parking, recreational facilities, bookstore discount, and library privileges than part-timers at the other two types of institutions. Most part-timers do not receive tuition for spouses and dependents and only a small portion of them receives tuition benefits for themselves. Almost none of the part-timers has sabbatical leave, and only a small percentage is eligible for subsidies for professional meetings.

Table 51 also shows the numbers and percentages of part-timers who would like to receive these various benefits. It indicates that more than one-third of the part-timers would like to have tuition credits for themselves, spouses and dependents; university parking; and bookstore discounts. About 28% of them would like to be eligible for subsidies for professional meetings. The table also reveals that comparatively fewer part-timers at community colleges receive university parking, and that about half of them would like to have this benefit.



**Table 51. Numbers and Percentages of Part-Time Faculty Receiving Selected Benefits from Their Academic Employment, as Reported by Part-Time Faculty**

|                                     | State Universities                 |                       | Private Colls./Univs.              |                       | Community Colleges                 |                       | Total                              |                       |
|-------------------------------------|------------------------------------|-----------------------|------------------------------------|-----------------------|------------------------------------|-----------------------|------------------------------------|-----------------------|
|                                     | Received from Part-Time Employment | Would like to Receive | Received from Part-Time Employment | Would like to Receive | Received from Part-Time Employment | Would like to Receive | Received from Part-Time Employment | Would like to Receive |
| Sabbatical Leave                    | 8<br>(0.9%)                        | 195<br>(29.3%)        | 1<br>(0.6%)                        | 49<br>(28.4%)         | 0                                  | 110<br>(24.0%)        | 9<br>(0.6%)                        | 354<br>(23.0%)        |
| Tuition for Self                    | 156<br>(17.1%)                     | 269<br>(29.5%)        | 25<br>(14.5%)                      | 46<br>(26.7%)         | 11<br>(2.4%)                       | 181<br>(39.6%)        | 192<br>(12.4%)                     | 496<br>(32.0%)        |
| Tuition for Spouse and Dependents   | 48<br>(5.3%)                       | 302<br>(33.1%)        | 18<br>(10.5%)                      | 52<br>(30.1%)         | 6<br>(1.3%)                        | 179<br>(39.0%)        | 72<br>(4.7%)                       | 533<br>(34.7%)        |
| University Parking                  | 249<br>(27.2%)                     | 309<br>(33.8%)        | 131<br>(76.2%)                     | 17<br>(9.8%)          | 40<br>(8.7%)                       | 232<br>(50.6%)        | 420<br>(27.2%)                     | 558<br>(36.2%)        |
| Recreational Facilities             | 311<br>(34.0%)                     | 133<br>(14.5%)        | 103<br>(59.9%)                     | 19<br>(11.0%)         | 127<br>(27.7%)                     | 93<br>(20.3%)         | 541<br>(35.0%)                     | 245<br>(15.8%)        |
| Bookstore Discount                  | 353<br>(38.6%)                     | 195<br>(29.1%)        | 98<br>(57.0%)                      | 38<br>(22.1%)         | 25<br>(54.0%)                      | 212<br>(46.0%)        | 476<br>(30.8%)                     | 445<br>(29.1%)        |
| Library Privileges                  | 647<br>(70.8%)                     | 56<br>(6.0%)          | 141<br>(82.0%)                     | 13<br>(7.5%)          | 256<br>(55.9%)                     | 46<br>(10.0%)         | 1044<br>(67.6%)                    | 115<br>(7.4%)         |
| Subsidies for Professional Meetings | 72<br>(7.9%)                       | 237<br>(25.9%)        | 13<br>(7.6%)                       | 52<br>(30.2%)         | 9<br>(2.0%)                        | 140<br>(30.6%)        | 94<br>(6.9%)                       | 429<br>(27.8%)        |

The questions regarding benefits coverage for part-time faculty were also put to administrators. Table 52 presents a general overview of administrators' responses and of their concern regarding provision of benefits. In reference to six major fringe benefits: retirement, unemployment, health, life insurance, worker's compensation, and sick leave, generally about one out of four administrators indicated that their institutions did not grant such benefits, but that they would like to extend them to their part-time faculty. Among other benefits, administrators reported that library privileges are granted to most. Sabbatical leave, tuition benefits, and subsidies for professional meetings are not generally granted to part-timers; however, about one out of four administrators would consider granting them to their part-timers.

**Table 52. Benefits Provided to Part-Time Faculty, as Reported by Administrators**

|                 | State Universities |                             | Private Colls./Univs. |                             | Community Colleges |                             | Total        |                             |
|-----------------|--------------------|-----------------------------|-----------------------|-----------------------------|--------------------|-----------------------------|--------------|-----------------------------|
|                 | Yes                | No, but Would Like to Grant | Yes                   | No, but Would Like to Grant | Yes                | No, but Would Like to Grant | Yes          | No, but Would Like to Grant |
| Retirement Plan | 91<br>(45%)        | 39<br>(19%)                 | 8<br>(12%)            | 20<br>(29%)                 | 21<br>(58%)        | 3<br>(8%)                   | 120<br>(39%) | 62<br>(20%)                 |
| Unemployment    | 35<br>(17%)        | 54<br>(27%)                 | 15<br>(22%)           | 20<br>(29%)                 | 1<br>(3%)          | 11<br>(31%)                 | 51<br>(17%)  | 85<br>(28%)                 |



Table 52. (continued)

|                                     | State Universities |                             | Private Colls./Univs. |                             | Community Colleges |                             | Total        |                             |
|-------------------------------------|--------------------|-----------------------------|-----------------------|-----------------------------|--------------------|-----------------------------|--------------|-----------------------------|
|                                     | Yes                | No, but Would Like to Grant | Yes                   | No, but Would Like to Grant | Yes                | No, but Would Like to Grant | Yes          | No, but Would Like to Grant |
| Health Insurance                    | 38<br>(19%)        | 58<br>(29%)                 | 8<br>(12%)            | 20<br>(29%)                 | 0                  | 11<br>(31%)                 | 46<br>(15%)  | 89<br>(29%)                 |
| Life Insurance                      | 26<br>(13%)        | 64<br>(32%)                 | 2<br>(3%)             | 21<br>(31%)                 | 0                  | 11<br>(31%)                 | 28<br>(9%)   | 96<br>(31%)                 |
| Workers' Compensation               | 64<br>(32%)        | 38<br>(19%)                 | 26<br>(38%)           | 14<br>(21%)                 | 3<br>(8%)          | 7<br>(19%)                  | 93<br>(30%)  | 59<br>(19%)                 |
| Sick Leave                          | 41<br>(20%)        | 49<br>(24%)                 | 10<br>(15%)           | 17<br>(25%)                 | 1<br>(3%)          | 10<br>(28%)                 | 52<br>(17%)  | 76<br>(25%)                 |
| Sabbatical Leave                    | 6<br>(3%)          | 62<br>(31%)                 | 6<br>(9%)             | 19<br>(28%)                 | 0                  | 11<br>(31%)                 | 12<br>(4%)   | 92<br>(30%)                 |
| Tuition for Self                    | 30<br>(15%)        | 53<br>(26%)                 | 24<br>(35%)           | 13<br>(19%)                 | 2<br>(6%)          | 12<br>(33%)                 | 56<br>(18%)  | 78<br>(25%)                 |
| Tuition for Spouse and Dependents   | 26<br>(13%)        | 58<br>(29%)                 | 18<br>(27%)           | 14<br>(21%)                 | 0                  | 11<br>(31%)                 | 44<br>(14%)  | 83<br>(27%)                 |
| University Parking                  | 108<br>(53%)       | 23<br>(11%)                 | 61<br>(90%)           | 3<br>(4%)                   | 2<br>(6%)          | 8<br>(22%)                  | 171<br>(56%) | 34<br>(11%)                 |
| Recreational Facilities             | 130<br>(64%)       | 18<br>(9%)                  | 53<br>(78%)           | 4<br>(6%)                   | 21<br>(58%)        | 3<br>(8%)                   | 204<br>(68%) | 25<br>(8%)                  |
| Bookstore Discount                  | 120<br>(59%)       | 18<br>(9%)                  | 55<br>(81%)           | 2<br>(3%)                   | 3<br>(8%)          | 11<br>(31%)                 | 178<br>(58%) | 31<br>(10%)                 |
| Library Privileges                  | 176<br>(87%)       | 4<br>(2%)                   | 66<br>(97%)           | 1<br>(2%)                   | 31<br>(86%)        | 2<br>(6%)                   | 273<br>(89%) | 7<br>(2%)                   |
| Subsidies for Professional Meetings | 34<br>(17%)        | 51<br>(25%)                 | 17<br>(25%)           | 20<br>(29%)                 | 1<br>(3%)          | 9<br>(25%)                  | 52<br>(17%)  | 80<br>(26%)                 |

#### Services, Facilities, or Activities Available to Part-Time Faculty

The nature and extent of services, facilities, or activities available to part-time faculty at their institutions probably bear some relationship to the level of satisfaction experienced by part-timers, and perhaps their level of performance as well. The following findings include not only reports by part-timers and administrators regarding the present availability of services, facilities, and activities, but also an assessment of need by part-timers. Table 53 presents the number and percentages of part-time faculty who indicated that they receive or do not receive, but would like to have access to the following services, facilities, or activities: clerical help, audio-visual aids for classroom use, private or shared office space, supervision of undergraduate theses, supervision of graduate theses, participation in regular departmental meetings, voting and other faculty governance participation, a mail box in the departmental office, participation in faculty development programs, and participation in faculty committees.

**Table 53. Numbers and Percentages of Selected Services, Facilities, or Activities Part-Time Faculty Report Available to Them**

|                                           | State Universities |                            | Private Colls./Univs. |                            | Community Colleges |                            | Total           |                            |
|-------------------------------------------|--------------------|----------------------------|-----------------------|----------------------------|--------------------|----------------------------|-----------------|----------------------------|
|                                           | Yes                | No, but Would Like To Have | Yes                   | No, but Would Like To Have | Yes                | No, but Would Like To Have | Yes             | No, but Would Like To Have |
| Clerical Help                             | 690<br>(77.0%)     | 103<br>(11.5%)             | 139<br>(80.8%)        | 20<br>(11.6%)              | 381<br>(83.6%)     | 39<br>(24.1%)              | 1210<br>(79.4%) | 162<br>(10.6%)             |
| Audio-Visual Aids                         | 748<br>(83.5%)     | 33<br>(3.7%)               | 150<br>(87.2%)        | 11<br>(6.4%)               | 424<br>(93.0%)     | 14<br>(3.1%)               | 1322<br>(86.7%) | 58<br>(3.8%)               |
| Office Space                              | 462<br>(51.6%)     | 206<br>(23.0%)             | 111<br>(64.5%)        | 30<br>(17.4%)              | 88<br>(19.3%)      | 217<br>(47.6%)             | 661<br>(43.4%)  | 453<br>(29.7%)             |
| Supervision of Undergraduate Theses       | 58<br>(6.5%)       | 110<br>(12.3%)             | 8<br>(4.7%)           | 33<br>(19.2%)              | 11<br>(2.4%)       | 71<br>(15.6%)              | 77<br>(5.1%)    | 214<br>(14.0%)             |
| Supervision of Graduate Theses            | 61<br>(7.1%)       | 110<br>(12.3%)             | 2<br>(1.2%)           | 29<br>(16.9%)              | 7<br>(1.5%)        | 64<br>(14.0%)              | 73<br>(4.8%)    | 203<br>(13.3%)             |
| Participation in Department Meetings      | 346<br>(38.6%)     | 159<br>(17.7%)             | 77<br>(44.8%)         | 41<br>(23.8%)              | 75<br>(16.5%)      | 135<br>(29.7%)             | 498<br>(32.7%)  | 335<br>(22.0%)             |
| Voting & Faculty Governance Participation | 182<br>(20.3%)     | 176<br>(19.6%)             | 22<br>(12.8%)         | 50<br>(29.1%)              | 18<br>(4.0%)       | 134<br>(29.5%)             | 222<br>(14.6%)  | 360<br>(23.6%)             |
| Department Mail Box                       | 761<br>(84.9%)     | 39<br>(4.4%)               | 157<br>(90.8%)        | 6<br>(3.5%)                | 390<br>(85.7%)     | 18<br>(4.0%)               | 1308<br>(85.8%) | 63<br>(4.1%)               |
| Participation in Faculty Development      | 163<br>(18.2%)     | 245<br>(27.3%)             | 35<br>(20.2%)         | 52<br>(30.1%)              | 87<br>(19.1%)      | 145<br>(31.9%)             | 285<br>(18.7%)  | 442<br>(29.0%)             |
| Participation in Faculty Committees       | 213<br>(23.8%)     | 171<br>(19.1%)             | 25<br>(14.5%)         | 44<br>(25.6%)              | 38<br>(8.3%)       | 132<br>(28.9%)             | 276<br>(18.1%)  | 347<br>(22.8%)             |

Clerical help, audio-visual aids for classroom use, and mail boxes in departmental offices are the three services and facilities identified as available to the majority of part-time faculty in every type of institution.

Part-timers report that private or shared office space is available to 52% of the state universities' part-timers, 65% of the private institutions', but to only 19% of the community colleges' part-timers. Nearly half the part-time faculty at community colleges reported that they would like to have a private or shared office.

Participation in regular departmental meetings is more often reported available to part-timers at the private institutions, less often at state universities, and least often at community colleges. Twenty-four percent (24%) of part-timers from private institutions, 18% from state universities, and 30% from community colleges indicated that they would like to participate.

One out of five part-timers at state universities participate in voting and other faculty governance procedures and about one out of ten at private institutions participate, but only a very small portion (4%) of part-timers at community colleges enjoy this integration into the affairs of their employing institutions. However, about 30% of part-timers employed at community colleges and private institutions would like to vote and participate in faculty governance.

About one out of five part-time faculty participates in faculty development programs and that percentage obtains across the three categories of institutions. About 30% of part-timers expressed a desire to participate in such programs. Participation in faculty committees is more available to part-timers in state universities (24%) than in private institutions (15%) or in community colleges (8%). About 30% of part-timers from community colleges, 28% from private institutions, and 19% from state universities would like to participate in faculty committees.

Supervision of theses, either undergraduate or graduate is not an activity available to most part-time faculty members. However, about 12% of part-timers at state universities and about 19% at private institutions would like to have the opportunity to work in that area.

The questions regarding the above mentioned services, facilities, or activities which are available to part-time faculty were also put to the administrators in our survey. Table 54 presents responses from the administrators. Clerical help, audio-visual aids, and mailboxes, again, are the three services or facilities reportedly available to most of the part-timers. About 90% of the administrators at four-year institutions

**Table 54. Services, Facilities, or Activities Administrators Report Available to Part-Time Faculty**

|                                             | State Universities |                                    | Private Colls./Univs. |                                    | Community Colleges |                                    | Total        |                                    |
|---------------------------------------------|--------------------|------------------------------------|-----------------------|------------------------------------|--------------------|------------------------------------|--------------|------------------------------------|
|                                             | Yes                | No, but Would Consider Granting It | Yes                   | No, but Would Consider Granting It | Yes                | No, but Would Consider Granting It | Yes          | No, but Would Consider Granting It |
| Clerical Help                               | 207<br>(97%)       | 2<br>(1%)                          | 78<br>(99%)           | 1<br>(1%)                          | 33<br>(92%)        | 2<br>(6%)                          | 318<br>(97%) | 5<br>(2%)                          |
| Audio-Visual Aids                           | 210<br>(98%)       | 4<br>(2%)                          | 79<br>(100%)          | 0                                  | 35<br>(97%)        | 0                                  | 324<br>(99%) | 4<br>(1%)                          |
| Private or share Office Space               | 186<br>(87%)       | 7<br>(3%)                          | 72<br>(91%)           | 2<br>(3%)                          | 14<br>(39%)        | 11<br>(31%)                        | 272<br>(83%) | 20<br>(6%)                         |
| Supervision of Undergraduate Theses         | 35<br>(16%)        | 53<br>(25%)                        | 12<br>(15%)           | 28<br>(35%)                        | 0                  | 13<br>(36%)                        | 47<br>(14%)  | 94<br>(29%)                        |
| Supervision of Graduate Theses              | 30<br>(14%)        | 53<br>(25%)                        | 4<br>(5%)             | 26<br>(33%)                        | 0                  | 12<br>(33%)                        | 34<br>(10%)  | 91<br>(28%)                        |
| Participation in Department Meetings        | 108<br>(51%)       | 38<br>(18%)                        | 41<br>(52%)           | 17<br>(22%)                        | 12<br>(33%)        | 13<br>(36%)                        | 161<br>(49%) | 68<br>(21%)                        |
| Voting & Faculty Governance Participation   | 40<br>(19%)        | 57<br>(27%)                        | 8<br>(10%)            | 28<br>(35%)                        | 1<br>(3%)          | 18<br>(50%)                        | 49<br>(15%)  | 103<br>(31%)                       |
| Department Mail Box                         | 199<br>(93%)       | 2<br>(1%)                          | 76<br>(96%)           | 0                                  | 31<br>(86%)        | 3<br>(8%)                          | 306<br>(93%) | 5<br>(2%)                          |
| Eligibility for Faculty Development Program | 67<br>(31%)        | 42<br>(20%)                        | 13<br>(17%)           | 21<br>(27%)                        | 18<br>(50%)        | 10<br>(28%)                        | 98<br>(30%)  | 73<br>(22%)                        |
| Participation in Faculty Committees         | 74<br>(35%)        | 48<br>(22%)                        | 10<br>(13%)           | 28<br>(35%)                        | 3<br>(8%)          | 18<br>(50%)                        | 87<br>(26%)  | 94<br>(29%)                        |

indicated that they provide office space, while less than half (39%) the administrators at community colleges indicated this, although 31% of the community college administrators indicated that they would consider providing it. At least one out of five administrators responded that they did not grant but would consider granting the following: participation in faculty committees and faculty development programs, voting and faculty governance participation, participation in regular departmental meetings, and opportunities for supervision of theses.

A comparative examination of administrators' and faculty responses regarding opportunities to receive the services, access to facilities or activities included in Tables 53 and 54 reveals an interesting pattern. Higher percentages of administrators than faculty members indicated that part-time faculty do receive those services, facilities, or activities. The disparity in responses seems to imply a possible gap between administrators and part-time faculty in the extent of their knowledge about these provisions. Some part-time faculty members might not know that certain services, facilities, or activities are available to them, or administrators may believe in availability that does not in fact exist.

### **Attitudes Toward Part-Time Teaching**

Not only attitudes toward part-time teaching expressed by part-time faculty and by administrators, but any differences in attitudes between the two groups, were of interest to us in this study. Attitudes toward part-time teaching were assessed by posing eight attitudinal questions ranged along a four-point scale from "strongly agree," to "agree," "disagree," and "strongly disagree." These eight attitudinal statements, put to both groups of respondents, were:

- (1) Part-time faculty should be eligible for tenure.
- (2) Part-time faculty are treated inequitably regarding salary and benefits.
- (3) Teaching effectiveness, not publications, should be the primary basis for part-time faculty promotion and evaluation.
- (4) Part-time faculty should be given priority when a full-time teaching position which is in the part-timer's field becomes available.
- (5) Part-time faculty generally teach less effectively than full-time faculty.
- (6) Part-time faculty should not be given the responsibility of preparing syllabi and selecting textbooks for the courses they teach.
- (7) Part-time faculty should be entitled to promotion in rank.
- (8) Part-time faculty should be evaluated according to the same criteria as are full-timers in question of promotion in rank and granting of tenure.

The numbers and percentages of part-time faculty and administrators agreeing and disagreeing with each of the statements described above are presented in Table 55. The chi-square test was performed to test the difference between the faculty and the administrators on each of the statements. The results of the chi-square test show that all the differences are statistically significant at 1% level. Differences in the way administrators and part-time faculty view the issues in question are consistent and pervasive.

The majority of part-time faculty agree that part-timers should be granted tenure, while only a small portion of the administrators share that view. Tenure status has been a particularly controversial issue in part-time teaching employment, with part-timers often wishing for permanent status that would allow them the expectation of annual re-employment, a clear conflict with the often expressed administrative perception of part-time teaching as a short-time "when needed" agreement.

Most part-time faculty (90%) consider that part-timers should be entitled to promotion in rank, but about half the administrators disagreed. Furthermore, the majority of faculty responded that part-time faculty should be evaluated according to the same criteria as are full-timers in questions of promotion in rank and the granting of tenure, while only about half the administrators agreed. More apparent agreement exists in the



area of performance expectations and emphasis. Teaching effectiveness, not publication, should be the primary basis for part-time faculty promotion and evaluation according to the majority of respondents from both groups, with only a small proportion of the administrators disagreeing.

**Table 55. Attitudes Toward Part-Time Teaching Expressed by Administrators and by Part-Time Faculty Members**

|                                                                                                                                              | Agree and Strongly Agree |               | Disagree and Strongly Disagree |               |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------|--------------------------------|---------------|
|                                                                                                                                              | Administrators           | Faculty       | Administrators                 | Faculty       |
| Part-time faculty should be eligible for tenure                                                                                              | 49<br>(15%)              | 961<br>(65%)  | 277<br>(85%)                   | 537<br>(35%)  |
| Part-time faculty are treated inequitably regarding salary and benefits                                                                      | 176<br>(54%)             | 1107<br>(73%) | 148<br>(46%)                   | 399<br>(27%)  |
| Teaching effectiveness, not publications, should be the primary basis for part-time faculty promotion and evaluation                         | 269<br>(85%)             | 1474<br>(96%) | 48<br>(15%)                    | 60<br>(4%)    |
| Part-time faculty should be given priority when a full-time teaching position which is in the part-timer's field becomes available           | 146<br>(45%)             | 1341<br>(88%) | 176<br>(55%)                   | 183<br>(12%)  |
| Part-time faculty generally teach less effectively than full-time faculty                                                                    | 69<br>(21%)              | 95<br>(7%)    | 253<br>(79%)                   | 1438<br>(93%) |
| Part-time faculty should not be given the responsibility of preparing syllabi and selecting text books for the courses they teach            | 92<br>(28%)              | 218<br>(14%)  | 234<br>(72%)                   | 1309<br>(86%) |
| Part-time faculty should be entitled to promotion in rank                                                                                    | 173<br>(54%)             | 1367<br>(90%) | 147<br>(46%)                   | 154<br>(10%)  |
| Part-time faculty should be evaluated according to the same criteria as are full-timers in question of promotion in rank and granting tenure | 167<br>(56%)             | 1136<br>(77%) | 133<br>(45%)                   | 348<br>(23%)  |

\*Chi-square tests of differences between faculty and administrators' attitudes were all significant at 1% level.

Seventy-three percent (73%) of the part-time faculty considered that part-time faculty are treated inequitably regarding salary and benefits. Half the administrators disagreed but the other half agreed. The majority of the faculty agreed that part-timers should be given priority when a full-time teaching position in the part-timer's field becomes available. This position, again, is only supported by half of the administrators.

The majority of part-timers considered that they should be given the responsibility of preparing syllabi and selecting textbooks for the courses they teach. They did not agree that part-time faculty generally teach less effectively than full-time faculty. Although a considerable number of the administrators shared these views with the part-timers, about one out of four administrators differed.

In general, there are differences between the two groups on issues which might be construed as favoring part-time faculty. However, it should be noted that different answers might be obtained from both administrators and faculty if we further categorized the part-time faculty, for example, into occasional and permanent part-timers.

### Job Satisfaction Among Part-Time Faculty

That particularly important aspect of labor market participation, job satisfaction, appears to hold special significance for faculty members who did not choose, or were not permitted, to teach or work the standard full-time equivalent week. Although all are known as part-time faculty members, the differences between that segment who choose part-time academic employment and those unwillingly confined to it are immense and far reaching. Although both groups may complain about excessive workloads and inadequate compensation and consider that part-timers constitute an exploited work force, the voluntary part-timers are more likely to draw a great deal more satisfaction from those aspects of part-time employment which provide them flexibility and extra compensation.

In Table 56, degrees of job satisfaction are reported by part-timers and broken down by type of institution and by sex. For the overall sample, 67% reported that they are satisfied with part-time teaching, 26% reported themselves somewhat satisfied, and only 7% are not satisfied. This pattern differs little according to type of institution, with only slightly higher numbers of part-timers at private institutions indicating that they are not satisfied with part-time teaching than those at state institutions. However, more male faculty (75%) than females (55%) reported satisfaction with part-time teaching.

**Table 56. Proportion of Part-Time Faculty Satisfied with Part-Time Teaching by Type of Institution and Sex**

| Job Satisfaction   | Type of Institution |                      |                    | Sex            |                | Total           |
|--------------------|---------------------|----------------------|--------------------|----------------|----------------|-----------------|
|                    | State Universities  | Private Institutions | Community Colleges | Male           | Female         |                 |
| Satisfied          | 613<br>(66.8%)      | 106<br>(59.9%)       | 326<br>(70.7%)     | 742<br>(74.8%) | 312<br>(54.5%) | 1054<br>(67.4%) |
| Somewhat Satisfied | 237<br>(25.9%)      | 52<br>(29.4%)        | 116<br>(25.2%)     | 199<br>(20.1%) | 207<br>(36.1%) | 406<br>(25.9%)  |
| Not Satisfied      | 67<br>(7.3%)        | 19<br>(10.7%)        | 19<br>(4.1%)       | 51<br>(5.1%)   | 54<br>(9.4%)   | 105<br>(6.7%)   |
| Total              | 917<br>(100%)       | 177<br>(100%)        | 461<br>(100%)      | 992<br>(100%)  | 573<br>(100%)  | 1565<br>(100%)  |

Who, indeed, are those satisfied and who are those not satisfied with part-time teaching? Although many job satisfaction studies about the general work force have been conducted, few studies about persons employed in higher education, especially as part-timers, have been undertaken. This study did venture into some exploratory research on the correlates of job satisfaction among part-time faculty members, with particular attention to individual and labor market characteristics.

There are probably three primary factors which might affect the extent of job satisfaction. They are individual characteristics, labor market characteristics, and circumstances leading to part-time employment. Individual characteristics, including skills, abilities, education, training, work experience, tenure in current job, age, race, sex, and family status, are expected to relate to job satisfaction (Casey, 1979; Andrisani, 1978). Labor market characteristics such as supply and demand in specific fields, occupational wage structure, working conditions, and place of employment may also be important determinants of job satisfaction. Circumstances which have lead to, or which serve to confine a person to part-time work probably would affect the degree of satisfaction experienced in that job also.

Individual characteristics highlighted in this study included such variables as race, sex, marital status, highest degree earned, year highest degree was awarded, year of birth, academic rank, tenure status, years of

part-time and full-time college teaching, and years of other professional experience. Labor market factors included type of institution in which the part-timer is employed, number and level of courses taught in current term, type of contract, the academic field of specialization, and additional employment elsewhere. Factors leading to or confining one to part-time teaching included the following possibilities:

- family responsibilities
- responsibility for child under the age of six
- cannot find full-time job
- presently looking for a full-time job
- part-time teaching because of interest in future full-time teaching
- belief that part-time teaching will enhance opportunities for future full-time employment
- geographical immobility
- spouse associated with the employing institution
- teaching part-time because of financial need
- presently employed elsewhere

Measurements of all explanatory variables of job satisfaction are reported in the addendum to the salary section. The dependent variable, job satisfaction, is measured as a dummy variable which was assigned a value of one if the part-time faculty member reported that he/she was satisfied with part-time teaching, and 0 otherwise.

In order to examine the relationship between the previously mentioned three categories of explanatory variables and the job satisfaction of part-time faculty members, ordinary least-squares regression analysis is used. The analysis tests the statistical significance of the relationship between each explanatory variable and the dependent variable (job satisfaction) with all other variables holding constant.

The figures in Table 57 are regression coefficients which are statistically significant either at 1% or 5% level. The significant findings are as follows:

- (1) A part-timer who identified part-time teaching as a substitute for a desired full-time teaching position expressed more job dissatisfaction than others;
- (2) A part-timer presently looking for a full-time job is more likely than others to suffer job dissatisfaction;
- (3) A part-timer, however, who assumes that part-time teaching will enhance opportunities for future full-time employment tends to be more satisfied than those who do not share that assumption;
- (4) Part-timers in the arts and humanities are less likely to be satisfied with part-time teaching than others;
- (5) Part-timers in education and business are more likely to be satisfied with part-time teaching than those in professional fields;
- (6) Part-timers with second jobs are more satisfied with part-time teaching than are those whose part-time teaching is their only job;
- (7) Men tend to be more satisfied with part-time teaching than women;
- (8) Married part-timers tend to be less satisfied with part-time teaching than are single, divorced, or separated persons.

Empirical results suggest generally that persons who teach part-time involuntarily are more dissatisfied with that teaching than those who teach part-time voluntarily. The circumstances which lead to or confine a person to part-time teaching are more important explanatory variables in job satisfaction than individual characteristics and labor market factors. The study also provides evidence that employment elsewhere is an

important factor in part-time teaching satisfaction. Part-timers in academe tend to be highly educated and specialized, and employment on the limited basis provided by part-time positions is insufficient for job satisfaction unless the part-time teaching experience is perceived as enhancing opportunity for future full-time employment.

**Table 57. Significant Regression Coefficients of Job Satisfaction Among Part-Time Faculty**

| Explanatory Variables                                        | B     | Beta  | F-ratio |
|--------------------------------------------------------------|-------|-------|---------|
| Cannot find full-time job in my field                        | -0.20 | -0.10 | 14.30** |
| Presently looking for full-time job                          | -0.30 | -0.23 | 38.33** |
| Part-time teaching would enhance future full-time employment | 0.13  | 0.09  | 8.05**  |
| Presently Employed Elsewhere                                 | 0.09  | 0.08  | 7.16**  |
| Art                                                          | -0.13 | -0.08 | 6.76*   |
| Education                                                    | 0.11  | 0.08  | 7.33**  |
| Business                                                     | 0.08  | 0.06  | 3.82*   |
| Humanities                                                   | -0.09 | -0.06 | 3.96*   |
| Married                                                      | -0.08 | -0.06 | 3.93*   |
| Male                                                         | 0.08  | 0.08  | 8.19**  |
| Constant                                                     | 0.83  |       |         |
| Adjusted R <sup>2</sup>                                      | 0.18  |       |         |
| F-ratio                                                      | 10.44 |       |         |
| Number of Cases                                              | 1507  |       |         |

\*Significant at 5% level

\*\*Significant at 1% level

Conventionally, women are believed to prefer part-time to full-time work, especially when they have family responsibilities. Changing women's roles, changing fertility behavior, and rising income aspirations among families have changed the pattern of women's participation in the labor force, however, and women will probably be more prone in the future to seek full-time rather than part-time work (Darian, 1976; Leslie, 1978). Moreover, as Bowen and Finegan (1969) established, increased education appears to lead women toward an increased interest in working. The present study lends further credence to those indications of change, particularly in the study's discovery that women part-time faculty are less satisfied than male faculty, controlling for other characteristics and factors, with part-time employment.



## Chapter 4

# CASE STUDIES

### INTRODUCTION

In adding case studies of specific institutions to our examination of part-time faculty hiring in Ohio colleges and universities, our purpose is not to extend our quantifiable data beyond that provided by the survey. Nor do we seek to interpret the information gleaned from the case studies as representative of anything other than information about the specific institution itself. We are aware that, in spite of our efforts to select institutions that might be in some respects "representative" of major types of institutions of higher education in the state, the heterogeneity of colleges and universities in Ohio, as elsewhere, renders any claims for representation suspect. Our motivation in presenting these studies, rather, is to offer examples of how administrators of some Ohio colleges and universities perceive part-time faculty employment issues, and how they are working out the problem of part-time faculty hiring. Beyond that, our aim is to present interpretations of, and concerns about, part-time academic employment articulated by leading academic administrators in the state.

As explained in Chapter 2, five institutions were selected for case study, including two state-assisted universities, a private university, a private college, and a community college. Selections were made in accordance with a number of criteria. Diversity in size and geographical location were important factors, as were nature of financial support, curricula, faculty and students. Inclusion of both urban and rural-based institutions was also sought. The questions listed in Chapter 2 provided the basic outline for the interviews, but interviews were kept flexible so that idiosyncrasies of each institution might emerge, and so that administrators might feel free to explore fully their ideas and feelings about part-time faculty hiring, as well as to report official institutional policies and practices. Administrators with various titles and responsibilities were interviewed, depending upon the particular structure of the institutions in question and where major responsibilities for faculty hiring and decisions about part-time faculty lay. In most cases, however, the administrators were academic vice-presidents and provosts, deans, and school directors or department chairs.

### CASE STUDY 1: A COMMUNITY COLLEGE

Three administrators were interviewed during the course of this case study, and each offered a somewhat different perspective on part-time faculty employment at his or her institution. At times the differences were in emphasis, but in some areas apparent disparities emerged in actual information about or understanding of policies and practices governing part-time employment in the institution by which they were all employed. Similar discrepancies in knowledge about part-time employment by disparate administrators emerged at other institutions as well, perhaps indicating rapid changes in policies and practices governing part-time faculty hiring, or perhaps simply pointing up the very *ad hoc* basis on which such hiring is done at many institutions.

As a major reason for hiring part-time faculty, one administrator cited cost advantages—"It costs less. You usually get quality teachers for much less, no fringe benefits." Convenience was the major reason cited by a second administrator who complained of increasing inability to predict enrollments. That last was a note struck repeatedly by administrators throughout the case studies in many of the participating institutions. Because of uncertainties in the economy affecting higher education, and because of apparently accelerating shifts in curriculum or program preference by students, it is in an institution's interest to fill positions with part-timers. Then, if enrollments decrease, or programs lose popularity, there do not remain tenured or tenure-track faculty to whom the institution has a continuing commitment.

All administrators at this urban-based community college were emphatic in their insistence, however, that cost and convenience were not sole reasons for the heavy use of part-time faculty at their college. In fact, one administrator expressed the belief that the cost saving is somewhat overestimated:

We hire a department faculty member for one three hour course and we must maintain complete credentials, do complete evaluations on them, try to arrange for some kind of space where they can meet with students and we do in-service programs for them. We do this for four part-time faculty members with three courses each, where we would only do it for one full-time faculty member. So that part-time faculty member is costing us more to run the program in terms of real costs to the institution.

Whatever the saving, however, all insisted that the wide availability of well-qualified working professionals in the geographic area, in fields offered in the college's curriculum or in associated fields, is a crucial factor in their hiring decisions. Equivalent coverage simply would not be possible if hiring were largely limited to full-timers. The vocational orientation of the two-year college, and the job-training orientation of the student body, they argue, justify the extensive use of part-time faculty (During the academic term in which this study was undertaken, 166 full-time faculty members and 350 part-timers were teaching at the employing unit of this administrator). In addition to the specific competencies brought by these working professionals to the college, the administrators cited community contacts established and enhanced by this hiring pattern, with consequently improved relationships with the community. That reason or explanation for part-time faculty employment was not advanced by any representative of the other institutions participating in the case studies.

A fundamental assumption is shared by all the administrators whom we interviewed at this institution, and it is one that has some bearing on their interpretations of the advantages and disadvantages of part-time faculty hiring, and on their attitudes toward future planning in this area. The assumption is that the vast majority, if not all, their part-time faculty are remuneratively employed outside the institution. That assumption appears to include the full-time lecturer (regarded as a category of part-time faculty at this institution), who teaches a full-time load at approximately one-half the salary of a regular full-time faculty member, is not eligible for tenure or for fringe benefits, is not expected to keep office hours or to perform other non-teaching duties expected of regular full-timers, and will not be retained for more than three years. The corollary to that assumption is that salary, and particularly fringe benefits, are probably of little concern to people with full-time outside employment. It follows that these administrators indicate confidence that their part-time faculty do not feel economically exploited by the college, which, in any case, several of the administrators asserted, pays its part-timers very well. Additional support for that point of view was offered by one administrator whose sense was very strong that personal satisfaction and enhancement of career opportunities were primary motivations for their part-timers, and accounted for the substantial numbers of professionals seeking affiliation with the college. "I get every day at least ten requests for applications for part-time employment, and I process at least ten applications per day. They are referred to me from all over ... In fact, we have so many applications in some areas that we can only talk to those people who have master's degrees and beyond." One administrator was very direct on this subject: "We don't have concerns about the employment of part-time faculty, except if part-time faculty as a group somehow believe that ... well, if they would unionize or if they would pose a threat to the institution rather than a service for which they are paid..."

Some sense of disadvantage to the part-timer inherent in his or her inevitable isolation from other members of the teaching community at the college—from exchange of ideas, information and mutual support—was expressed by several of the administrators. To address that problem, extensive faculty development programs for part-time faculty at this college are underway, although perhaps it would be fair to observe that student satisfaction rather than part-time faculty satisfaction is the prime mover here. As one administrator observed,

... the enrollment started to stabilize and we felt that one of the ways we could reach students and show that we cared about them was to train staff, especially the professional staff. Since many times all the students would see were the part-time faculty, we thought we should teach that faculty about the students they were going to be coming in contact with.

According to that same administrator, nine out of ten part-timers whose attendance has been requested at faculty development workshops have attended, and have been "happy they came."

None of the administrators interviewed at this college indicated a concern that students were receiving less than optimal educational opportunities at their institution as a result of intensive use of part-time faculty. All cited regular evaluations of part-time faculty teaching and cited as an additional safeguard the probability that

a two year student will react more quickly than a university student will if a part-time faculty member is in a classroom and is completely out of place there. The community college student will let us know—they're paying taxes—where the university student will kind of say, 'well, next quarter I'll have someone else.'

None of the administrators could, however, recall any substantial complaints from students about the quality of teaching provided them. Nor did they express any particular concern about quantity or quality of advising, counseling, or other faculty-student contact beyond the classroom that could be expected of part-timers. Those are all issues that, as we learned in later case studies, are major concerns in other types of institutions serving predominantly the full-time, four-year college student.

One last concern touched upon by several of the administrators at the community college is the attitude of full-time faculty toward their part-time colleagues. A collective bargaining agreement is in effect at this college, and according to several of the administrators, part-time faculty employment has become an issue on several occasions. At this time, an agreement obtains under which full-time faculty are offered first the opportunity to teach extra courses (on a part-time salary schedule) before the courses are offered to part-timers. Moreover, if a full-timer's "extra" course does not attract sufficient enrollment to warrant offering the class—or the section—the full-timer may "bump" a part-timer, assuming his or her class as the "extra." A final item in this agreement is that part-timers may not be allowed to teach any more than full-timers for extra pay. In fact, according to board policy, if a part-time faculty member is employed elsewhere for more than thirty-seven hours per week, then he or she can teach only one academic course per quarter and three such courses during the academic year. Presumably, that last results in greater numbers of part-timers being needed to cover courses not assigned to full-time faculty, and commensurately greater administrative costs attached to part-time faculty hiring.

In summary, while administrators representing this two-year college in our interviews generally agreed that part-time faculty employment on a fairly extensive basis is both inevitable and appropriate at their institution, all expressed a sense of need for improvement, and all expressed some sensitivity to the "second-class citizenship" part-timers often complain about, in spite of earlier assurances that their part-timers do not regard themselves as "exploited." One administrator was specific in citing changes he would call for in that regard:

First of all, I'd like to see them recognized as competent instructors by their peer group or counterparts, namely the full-timers. Secondly, I think that fringe benefits are grossly misused; part-timers don't have the benefits they should. I would like to see them able to go to workshops and be paid as faculty for doing so. I'd like to see them get higher wages; I think they're substantially underpaid for the job they do. I'd like to see them included in extracurricular activities ... involved in more staff development activities and paid as staff for participating in them. I think if someone is competent and does a good job he should be rewarded, and he should be paid for doing things above and beyond the call of duty. I think they should have some voice in setting policies that affect them, and finally, I think we could better plan so as to reduce last minute assignments of part-time faculty.

Another administrator was more philosophical:

I think very strongly that we must look at the part-time faculty member as a member of our organization, our institution. We must assess how one becomes a full-fledged member, we must establish priorities and address them. And I'm sure if we did that, well, we could start itemizing things right now, like in-service programs, professional reading and travel and fringe benefits, and all those things down the line, but I think my recommendation is that we do it [establish priorities]. We can't peck away a little bit here on travel and a little bit here on professional training. We should really assess the total contribution that we get from these people and recognize it for what it is and start to work on establishing our priorities for the part-timers because as I said earlier, we're going to have more of them. They're a very integral part of the institution, and they're a good investment—the program is a good investment and may be the salvation of many institutions.



## CASE STUDY 2: A PRIVATE COLLEGE

Use of part-time faculty at this four-year private college contrasts sharply with that of the community college described above. Both the administrators interviewed at this college were clear in their description of part-time faculty employment as a minor, highly circumscribed hiring pattern, the primary function of which is to furnish temporary replacements for faculty participating in their extensive sabbatical leave program (only 15 part-timers were on the payroll at the time of the study. Full-time faculty numbered 130). Other reasons these administrators advanced for part-time hiring included introduction of new or experimental courses in a field of study not covered by regular, full-time faculty, or, and to a lesser extent, to provide a hedge against long-term tenure commitments in an uncertain future. Although much less extensively used than in the other types of institutions—"so few that part-time faculty employment is a non-issue here," according to one administrator—part-timers nonetheless are perceived at this college as offering an attractive flexibility. Part-timers allow the college to offer a variety of courses, to try out new programs and other experimental ventures that would probably be impossible otherwise in such a small institution with a commensurately small faculty. Only in the music program does part-time employment seem to be essential. In that program, as in music programs virtually everywhere in higher education, part-timers are hired on a per-student basis, giving lessons through the institution. The part-time faculty members one frequently finds teaching the "service" or introductory courses—freshman composition in English, particularly—are not here. Those courses nearly always are covered at this college by regular, full-time faculty.

This small private college is further distinguished from the community college in part-time faculty employment in the paucity of rules and regulations governing the hiring, terms, and conditions of employment and status of part-time faculty. Salaries can be individually negotiated, payment of travel or other professional expenses may be negotiated as well, part-timers may serve on committees and vote, and they are encouraged, according to our administrative informants, to participate in the life of the college to whatever degree they see fit.

Having said that, it is important to note that there is no category of part-timers at this college comparable to the "lecturer" category identified at the community college.\* Here, a true part-timer must teach less than half-time with a contract for no more than a single academic term. Such a faculty member is identified as "adjunct." Any faculty member, on the other hand, who has a full academic year contract and teaches at least half-time is for all practical purposes regarded as a regular member of the faculty with all attendant rights and obligations. Even fringe benefits are available to faculty in that latter category, regardless of whether they teach half- or nearly full-time; fringe benefits are not available to the part-timers classified as "adjunct." Such is the flexibility with which part-time faculty are treated, however, that some supplemental benefits can be, and sometimes are, negotiated even for the adjuncts—the leave program, or the faculty tuition benefit, for example. Tenure is a possibility for the half-time faculty member, though not for the adjunct whose contracts specify the appointment as temporary, part-time, and not tenure-track. It is of interest that this college has several husband/wife teams sharing faculty appointments at this time, each teaching half-time. Each of those faculty members will be expected to present himself or herself for tenure consideration at the appropriate time.

The general sense conveyed by the two administrators interviewed at this small, four-year liberal arts college regarding employment of part-time faculty—of the adjunct category—was of a negative cast. One major academic administrator indicated, in fact, that were there sufficient economic and curricular stability to allow it, he would hire almost no part-timers outside the music program. As support for his reasoning, he offered the following explanation:

The problem we run into is that unless a person has not just teaching experience, but significant teaching experience, there are bound to be serious problems. We found that out in our business program. We used to hire a lot of people to teach in our business program on a part-time basis. It was our notion that it made sense to hire people from the local business community who will have all the right degrees and all that, but who also have practical experience. Get people who have the MBA and who also are really doing this day by day—the best of

\*There is however, another category—that of the full-time faculty member on term appointment for one or two years. That category is not within the purview of this study.



both worlds, theoretically and practically. It doesn't work. Those people consistently underestimate the amount of time it takes to be a good teacher. There was a fellow teaching marketing, for example, who was the vice president for marketing at one of the local concerns and he thinks, 'well, you know, I work with this everyday; I am really an expert at it. There is no trouble walking into that classroom after I review the book a little bit. I know a lot about marketing, so we can talk about marketing.' This doesn't work. As you know, you can't walk in and wing it. You really have to plan that lecture, and plan what you are trying to achieve ... In spite of how professionally well-off they may be, they just so badly underestimate how long it takes to be a good teacher. And it doesn't work. And when they find out, of course they are no longer interested in teaching, because they don't have that kind of time.

According to this administrator, student complaints about these part-time faculty members were frequent and substantive and ultimately the program was abandoned pending hiring of full-time faculty to staff it.

The administrators at this college were further troubled by the implications of part-time faculty employment for the mission of the college. With the college's heavy emphasis on availability of faculty members to students outside class hours—whether for help on the frequent independent study assignments or simply to provide "role models for liberal arts education"—the tenuous connection part-timers have to the institution and the fact that their main jobs are somewhere else, present a serious problem. Unlike the community college whose students are often part-time, and nearly always have outside jobs, this college's student body is nearly all full-time, residential, and rarely working at more than limited jobs to supplement their income. These students, as one administrator pointed out, are paying high tuition and have high expectations of their teachers.

Finally, although both administrators admitted that their somewhat remote, small-town location was inevitably a factor—it would be difficult to hire large numbers of part-timers even if they wanted to—the salient fact in this issue is still that they believe "the faculty is our best resource," and that "we get far more for our dollar, even though we can hire part-time people for fewer total dollars ... the value you get from them is not the same."

### **CASE STUDY 3: A PRIVATE UNIVERSITY**

The institution chosen for this case study is a relatively small university located in an urban setting. In many respects, its policies and practices regarding part-time faculty employment, as well as its administrators' attitudes toward part-time faculty hiring, fall mid-way between those of the community college in Case Study 1 and the private college in Case Study 2. This private university's place on a continuum between the two, although one might have expected many similarities with the private college, suggests the relative importance of geographical location and demographic profile in part-time faculty employment.

One of the interviewees at this college, a major academic administrator, began by insisting that it is nearly impossible to categorize reasons for hiring part-time faculty in his institution. Among the 77 part-timers then employed at his institution, he argued, there are probably 77 reasons for their employment. He did, however, see validity to grouping them into very broad areas, foremost of which he identified as provision of otherwise unavailable expertise to an academic department. That assertion was reinforced in a separate interview by his colleague, who pointed out that in an institution of this size, it is crucial to be able to bring in part-time people to supplement the coverage of fields and specializations provided by their full-time faculty. And, since professionals possessing that expertise, as well as appropriate credentials, are widely available in the metropolitan area in which this college is located, they are often drawn upon to fill instructional needs.

The other major category of part-timers at this institution accounts for a significant proportion of part-time faculty in any given academic term. That category encompasses those part-timers teaching introductory or "service" courses, primarily freshman composition in the English department. It was the opinion of both administrators that regular full-time faculty in English, while they should participate in writing instruction, should not be expected to do so unduly, lest the important humanistic charge of the discipline be lost. Moreover, as one administrator pointed out, composition instructors "burn out" after a period of teaching all, or nearly all, composition courses, and therefore it is not practical to create a permanent relationship for those instructors with the department or the university. On both counts, the administrators felt that part-time

faculty coverage of writing courses is appropriate, as it is in other departments that account for the average of about 60 part-timers to about 270 full-timers in any given term—education, physical education, accounting, languages, and mathematics.

There are no formal restrictions on the number of terms or years a part-timer (all of whom are called "lecturers" at this university) may teach, nor is there any formal distinction between casual and continuing part-timers, as there are at some other institutions. However, as in the private college of Case Study 2, any part-timer who teaches half-time or more is regarded as a regular faculty member, indistinguishable from the full-time faculty in any substantive way, including eligibility for tenure and fringe benefits. An interesting aside here is that the term "adjunct" at this institution refers only to a category of part-time faculty who volunteer their services to the university. They are not paid. Although, the administrator describing this segment of his faculty pointed out, there are few instructors in this category, in contrast to the 1950's when such voluntary teaching was more common at this university, they sometimes are essential to their departments with numbers of graduate students dependent upon them.

Both administrators felt some inequities were inevitable in the employment of part-timers, particularly in those areas where part-time faculty are needed for coverage of basic courses, as in English. But, as one administrator observed, "the world is full of inequities, and I think that this is one more case of the thing. I don't think that you can change it." That same administrator foresaw the intensification of inequities because "in some fields it's very easy to find part-timers and in other fields, it's very difficult. This is going to cause great difficulties in terms of salary differentials and our scale, which is now uniform, is eventually going to suffer some." When asked if he detected any tension among the part-time faculty at this point in regard to real or perceived inequities, this administrator spoke of two women part-timers who believe they are discriminated against.

Some attempts are made at this university to apply system and regularity in their treatment of part-time faculty. A salary schedule, for example, uses a matrix of components including academic credentials and experience, with a maximum stipend for a three semester hour course of \$1200. Both administrators believe that schedule is fair given the minimal expectations beyond classroom teaching they would impose on a part-time faculty member. Not even formal office hours are expected of the part-timers, although apparently most do observe that convention. In other areas, those for example to which the community college in Case Study 1 is paying increasing attention—orientation, faculty development, evaluation—there has been little systemization. Most of those areas are left to the individual departments, and one of the administrators suggested that department chairpersons are making increased efforts along these lines, and are more likely to regard part-time faculty and their sense of belonging to the university with greater sensitivity.

In spite of an overall sense on the part of these administrators that few problems and few tensions exist at their institution in regard to part-time employment, and in spite of their conviction that part-time faculty are necessary and inevitable if (1) diversity in course offerings is to be maintained; (2) a fully "tenured-in" faculty is to be avoided; and (3) flexibility for adjusting to enrollment shifts and changes in student interest is to be preserved; both expressed some uneasiness with the situation as it now exists. One administrator particularly regretted the reduced student-faculty contact attendant upon part-time faculty hiring, even though, as he pointed out, many part-timers are extremely generous with their time, beyond administrative expectations and monetary compensation. Because it is part of the mission of this university to provide for its students close contact with the faculty, he continued, "one does not wish to increase the number of part-time faculty very extensively in a university of this kind." The preference of this administrator would be to depend more heavily on "term," or "visiting" appointments to meet the needs (items 1-3 above) of their current situation. However, the faculty, he observed, feel it is very cruel to bring people into the institution on three-year appointments with no possibility for tenure nor for continuation on any basis beyond that time. That, the administrator maintained, is a mistake, for in the long run such an appointment is more equitable for the faculty member and for the students who need the faculty to be around and available than is part-time faculty employment. For the foreseeable future, however, neither administrator predicted any increase or decrease in the number of part-time faculty at their institution, nor in the dependence on part-timers for coverage in certain programs. Least of all did they expect a change in faculty attitudes that would allow freer use of the rotating term appointment as an alternative to part-time hiring.

## CASE STUDY 4: STATE-ASSISTED UNIVERSITIES

Two state-assisted universities were included in the case study segment of this project. One is a large and diverse institution, the other somewhat smaller and more limited in its programs. Although the two share sufficient commonalities as state-assisted universities to enable us to discuss them here together, there are some marked differences which we will note in the discussion that follows. The smaller of the two institutions we will call "A," the larger, "B."

Both state-assisted universities gave those by now familiar reasons for employing part-time faculty—(1) flexibility to try out new programs, introduce new courses and meet the special needs of small numbers of students on a regular or occasional basis; (2) replacements for faculty on professional development leaves or other leaves of absence; (3) provision of an added dimension to the curriculum in fields not covered by the full-time faculty, or introduction of additional approaches to fields that are represented by full-time faculty; and (4) means for avoiding "tenuring-in" of faculty during periods when enrollment is uncertain, future enrollments are even more uncertain, and financial support is problematical. Neither of those particular reasons offered by administrators of the community college—convenience, or "interface" with the community—were articulated by administrators of the state-assisted universities.

University A in this case study has a significantly higher rate of part-time employment (235 part-time faculty were employed at the time of this study, compared to a regular, full-time faculty of 451) than does University B. That relatively higher ratio is attributed by administrators of University A to a peculiarity in its location. It is located near a large federal installation with a highly educated and technologically sophisticated work force. Many members of that work force are apparently anxious to teach on a part-time basis, thereby providing faculty that enable the university to offer courses in a variety and at a level that would be otherwise out of their reach. Moreover, administrators point out, many of those federally-employed professionals available for part-time teaching hold doctorates from distinguished universities, and are in other ways so highly qualified that it would be unlikely that the university would be able to attract them as full-time faculty in a regular search. Even though other, more familiar factors in the hiring of part-time faculty obtain at University A, its atypicality in this regard demands particular note.

University B boasts no such peculiar circumstances, but its administrators were at some pain during the interviews to identify their institution as a major university whose concern with academic excellence would preclude any but the most limited and academically justifiable use of part-time faculty. Structurally, central administrators pointed out, sharp distinctions are drawn among types of "part-time" faculty. Those faculty members who teach 50% to 99% of full-time are considered "regular" faculty—tenurable, eligible for fringe benefits, eligible to vote in their departments, and so on. They may, it follows, remain indefinitely on the faculty. Those who teach less than 50% are referred to as "auxiliary" faculty, and are called, variously, "lecturers," "visiting," "adjunct," or "clinical staff." They are hired to perform particular services for limited periods of time, sometimes to cover a course, sometimes to provide laboratory assistance, sometimes because they have some resource which is necessary and unavailable among the full-time faculty. Persons in this category are expected to be truly temporary. They are hired either on a quarterly or an annual contract basis, but if need for them extends beyond two or, at the most, three years, central administration claims that evaluation of the possible need for a full-time, regular position in that area takes place before that "temporary" employment can continue.\*

Significantly, central administrators at this university point out that current practices and policy in this area have been in place for less than a decade. Prior to that, the somewhat looser administrative structure of part-time employment that we have seen at other institutions obtained here. In the words of one administrator:

There were lecturers who were actually outside temporary hires for specific short-term instruction, but there were also people who were teaching year after year, and automatically issued new contracts each year. To clarify the commitment that the university had to an individual holding a continuing appointment, as opposed to those coming in occasionally to teach or to perform another service, and, further, to separate out graduate students who

\*As implied in following paragraphs, in at least one department, English, "lecturers" are employed who teach up to 100% loads.



moved in and out of enrollment as students and teaching appointments, there was a decision to make those categories that were faculty, faculty, and those that were temporary, temporary.

Temporary appointments under this new regime could not extend beyond three years. Implicit in this, this administrator continued, was a sense that the university had an obligation not to accept those services or activities from temporary persons, with their lesser remuneration and benefits, that were expected of regular faculty. If temporaries are found invaluable, she explained, and their services deemed indispensable, they should be asked to apply for a regular position, and a position should be opened and made available to them as candidates. Anything less, the administrator argued, is a violation of the understanding with the temporaries regarding the use of their services.

The concerted effort described here to ensure that auxiliary part-timers are not misused, with the implied concern for the student in that effort, apparently has encountered obstacles in recent years. The central administrator whose comments furnish the linch-pin for this case study confessed that recent insistence of faculty and some part-time auxiliaries that constraints against continuing employment of part-time auxiliaries beyond the three-year limit has had more negative than positive effect has led to relaxation of those constraints. With some uneasiness among administrators, the status at this time appears to be that, so long as it is understood that appointments of auxiliary part-timers are for a maximum of one year, and that each year temporary positions are to be opened to new applicants, individual auxiliary part-timers may apply for, and be hired, if they are the most qualified applicants, for an indefinite succession of years.

Most heavily involved in this continuing problem of auxiliary part-timers are two academic areas—English, with its responsibility for the teaching of writing skills, and music, with the large number of musical instruments for which instruction must be offered. Administrators in both the School of Music and the Department of English verified central administration's explanations of the former status of part-time faculty, of efforts to control and make equitable part-time faculty hiring, and recent pressures to relax constraints imposed nearly ten years ago. The situation in music seems considerably simpler than that in English. With the total number of part-timers no more than ten or eleven out of 145 to 155 full-time faculty members, part-time employment is not a major issue. Many of the less-than-full-time lines are covered by graduate teaching assistants and associates, and the remaining are short-term part-timers. The music school administrator remarked:

I would rather have a Ph.D. student teaching those courses under a graduate assistantship, than to take a lesser quality faculty member that I would have to come up with if I go the part-time route. Those people (part-timers) for us come out of the community. They're not people that come here and make a career of it; they're people that are just convenient ... I think it behooves us to keep standards that are just impeccable and we have a hard enough time doing that as it is. It would weaken us if we had to go to part-time faculty members. I don't see how you can go to part-time faculty members to give Ph.D.'s and other graduate school degrees.

That same administrator indicated that most of the time, in most of the areas in his college, there are sufficient graduate teaching assistants to cover the less than full-time needs. That is not the case in an English department increasingly under pressure to offer and expand the teaching of writing to students across the university. All regular members of the faculty teach writing regularly now, in contrast to five or ten years ago when only the most junior full-time faculty would teach an occasional writing course. The department chair at this university echoed the concern of his colleagues at the other institutions in this study in his expression of concern that further assignment of literature faculty to writing courses would cause destructive change in the humanities orientation of the department, in the study and teaching of literature. Nor are there sufficient graduate teaching associates to meet the continuing and increasing demand for writing courses, he observed. Thus, the university posture regarding part-time faculty offered by central administration left some unanswered questions in regard to this major user of part-timers in the university. Clearly the need for writing instruction is continuing. But should full-time positions in regular faculty ranks be created in this department for an instructional component that is not within what members of the profession consider the mainstream of their profession, the chairman asked? And if so, what are the implications of the fact that most teachers of writing hold the M.A. rather than the Ph.D. Should substantial numbers of full-time faculty with M.A.'s be brought into an English department to cover the writing course?

Given those special considerations, university policy drafted to limit the number of part-timers and to control their faculty responsibilities appears to work particular hardships on this department, which knows



it needs specially trained part-time faculty regularly, and for whom or by whom, no alternative method for meeting that need has been found. For this department, the three year teaching limitation for part-time people has meant that "We were in the bind of having people who were not only good, but had experience, and of having to fire them. It made no educational sense that we had to fire them so they would never have a tenure claim." At the time of this interview, the department had been given the "reprieve" by central administration described above, and part-timers now in their third teaching year would be permitted to sign contracts for the fourth year, if they were deemed the most qualified applicants responding to advertisements for the positions.

An essential point made by this administrator was that part-time teaching is a practical method of meeting a need, and that any evaluation of part-time faculty employment, and particularly any reforming effort that might abolish or severely limit that employment, must take into consideration the particular problems of English departments and the absence of any alternative methods for meeting the demands of the writing component within the framework of traditional English departments. On the other hand, this administrator indicated some serious reservations about part-time faculty hiring, in spite of his clear articulation of need. He worried that part-time teachers of writing are regarded as second-class citizens in the department; that his department, like other English departments, maintains "an adamant attitude about writing being not quite the same sort of important activity as the teaching of literature;" that "in good years, bad years, it doesn't matter, writing has been cheap labor." Finally, he expressed concern that part-time hiring patterns are sexist:

It's a big sexist thing. They are frequently spouses, or single women who have done other things, sometimes keep doing other things, but piece out a little income with this. Single parents. The majority, the overwhelming majority are women. This is a very important sociological aspect of part-time faculty employment in English.

The worry of this administrator is apparently rather widely shared at his university, and options to change current practices are under discussion. Creation of a fairly large core of instructorships with fringe benefits, faculty parking privileges and so on, is emerging as a possible solution. Another possibility is the creation of a new job definition called "instructional aids associate," a professional category without suggestion of tenure. Still, this administrator lamented, all those solutions imply the continuation of the problem identified with part-time faculty employment—second-class citizenship of, in this case, teachers of writing. Aversion to that state of affairs has been expressed by at least one central administrator at this university who has publicly stated that "we will not have second-class citizens in departments; if an instructional area is basic to English, it has to be taught by English faculty."

In summary, then, it seems clear that part-time employment is regarded by most administrators at University B as holding some implicit threat to the maintenance of the highest academic standards and to optimal relationship of the teachers of their students to the institution. Although no satisfactory solution has emerged to the needs that have compelled them, along with the other institutions participating in this study, to hire part-time faculty, there is a high level of awareness of the issues here, and a desire, in the words of a central administrator, "to know what you're doing and ... to be able to defend it—at least, to be able to build an argument as to why you think this is appropriate. If you do it and do it under the guise of something else, it's indefensible."

Neither the same fears nor the preoccupation with finding an alternative to current dependence on part-time faculty employment in certain disciplines were voiced by administrators of University A. The latter expressed concern that the "proper" balance of part-timers to full-timers not be overstepped, in order that the university's commitment to research and service to the community not be lost. And, as suggested earlier, they saw the contribution of part-time faculty as extending the possibilities of the University. However, as in a number of other institutions, there was some apparent disjunction at this university between the perception of administrators of the role of part-time faculty and the actual reasons for their employment. While flexibility, uncertainty in enrollment, and, most emphatically, interests of students in fields characterized by shortages of qualified faculty—accounting and computer science, for example—are cited by administrators as primary reasons for part-time faculty hiring, the majority of part-time faculty members appear to be employed at this university in English, history and music. All three are fields characterized by surpluses of Ph.D. and M.A. holders, and in which enrollment has remained relatively constant over the last several years.

One final note in this case study of state-assisted universities. Medical school administrators at both institutions were interviewed, and it became rapidly obvious that part-time hiring in medical schools is a fully separate category, with implications for other professional schools—law, for example. Basic science education is largely taught in colleges of medicine by full-time faculty members who often hold joint appointments in an academic science department and the medical school. The bulk of clinical training, however, is conducted by part-time faculty who are practicing physicians teaching medical students on a quasi master-apprentice basis. Because this system is indigenous to medical education, because practicing physicians do not stand in an inferior relationship to academic physicians in most medical schools, and because many privileges are granted to part-time medical school faculty members, few of the problems this study has addressed seem to occur in colleges of medicine. Most significantly, of course, affiliation with a medical school faculty gives a physician "admissions rights" at the university hospital(s), often a substantial financial advantage, as well as a prestigious attachment.

In spite of the significant, even definitional, differences between part-time medical school teaching and part-time faculty employment outside professional schools, there are some useful points of comparison and contrast. Medical school part-timers responding to our survey indicated that their part-time appointments enhance their professional and personal lives. They did not report the sense of subordination to their full-time academic associates frequently voiced by other part-timers. By the same token, medical school administrators indicate appreciation for the part-timers' services—most of which, incidentally, are not paid by salary—and attempt to extend to them many of the benefits of association with the institution enjoyed by full-time faculty. Although few are eligible for material fringe benefits, they have offices, parking, participation in faculty meetings and policy decisions, respect of their colleagues, and even, in some cases football tickets.

Few overt distinctions are drawn, in short between the two categories, part- and full-time, of medical school faculty, a state of affairs rarely encountered elsewhere in this study, even in those disciplines and departments where professional experience is apparently most valued by higher education administrators—the arts and business, for example.

## CHAPTER 5

### CONCLUSION

The catalyst for this study was an often confused and sometimes bewildering flood of information about alleged abuses of part-time teaching in higher education. Three areas particularly emerged as causes of concern in regard to part-time faculty hiring, and some final attention to the relevance of our findings to these areas seems in order.

Print and electronic media during the past year have featured horror stories about well-qualified Ph.D.'s without regular academic appointments eking out subsistence incomes for themselves and their families by teaching part-time at two or three different, sometimes geographically distant, colleges and universities. Tired, poor, and bitter, these part-time faculty members have complained to interviewers of exploitation by their employing institutions in the form of salaries that were a fraction of full-time faculty members', no fringe benefits, and not even, in most cases, office space (Maeroff, 1980). Moreover, the part-timers have asserted, only by allowing themselves to be exploited even further through extra-classroom counseling and assistance to their students, for which they were not paid, could serious shortchanging of those students be avoided.

In the wake of those complaints came a second kind of attack on part-time faculty hiring—alleged disparate negative effect of the practice on women. Several landmark sex discrimination cases have, in fact, resulted in settlements favoring part-time women faculty. A regular, tenure-track appointment for one such complainant (*Lamphere, on behalf of herself and all other persons similarly situated v. Brown University et al.*), along with back pay, and opportunities for other affected members of her class to present themselves for consideration for similar compensatory action, were elements of the settlement of one case. Another, brought by a female former part-time faculty member in chemistry at the University of Minnesota, achieved an even more extensively favorable settlement for the complainant and her class (*Rajender, on behalf of herself and a class of academic non-student employees and applicants at the University of Minnesota v. The University of Minnesota and the Regents of the University of Minnesota*). Both cases put a fine point on the question of whether part-time faculty employment is primarily a "woman's issue."

Third, and last to be considered here among all these accusations and charges, is the recurring suggestion that two-year, or community colleges have been more culpable than others. Since they hire the highest proportion of part-time faculty, critics have charged that community colleges are providing an inferior education to the segment of students least able to exercise choice in their educational decisions—poor, urban, working class students, minorities, and women seeking re-entry to the work force through additional education. Beyond sheer numbers of part-timers teaching in community colleges, the accusations go on, the community college further diminishes the quality of education provided its students by failing to provide them systematic access to their faculty, or by hiring part-time faculty without requisite teaching skills or time to prepare properly for the classroom.

In response to all those accusations, as we have seen in these pages, higher education administrators have explained the need for part-time faculty to meet the demands imposed by the current economic climate, and to reflect in their classrooms the proliferating intellectual and practical approaches to both traditional academic fields and new, dynamic ones. Flexibility, innovation, exposure to "real world" experience for students, and a necessary means for dealing with an uncertain academic situation in regard to financial support, enrollments and programs—all are cogent reasons offered by administrators for part-time faculty hiring. And underlying most of those explanations is the issue of tenure. Administrators fear the rigidity of a "tenured-in" faculty, of commitment through tenure to faculty in a future of diminished demand; and they fear the financial drain on their resources of a permanent, regular, fully-tenured faculty.

Through a wide range of questions, both in questionnaire survey form and in the interviews for the case studies, this project examined these claims and counter-claims. The answers we found are detailed in



Chapters 3 and 4 of this report. The answers are widely varied and only occasionally are they applicable across types of institutions. We will therefore not attempt to summarize those findings, nor will we seek to organize them further into categories. Rather, we commit those findings, and the direct observations of administrators and part-time faculty offered in the case studies and elsewhere in this report, for the specific use of those charged with planning for higher education's future in Ohio.

On the other hand, some general indicators of the status and probable direction of part-time faculty hiring, with particular regard to the three areas outlined above, do emerge with compelling force from the findings. For whatever illumination they might cast on the most troubling aspects of current practices in part-time faculty employment, we end this report by offering the following generalizations drawn from our findings.

Contrary to widespread assumptions, and perhaps to reality in other parts of the country, qualified Ph.D.'s in search of full-time academic positions appear to make up a small percentage of part-time faculty members in Ohio. First of all, only 25% of part-timers hold the doctorate, the usual terminal degree in the academic profession in higher education. Secondly, only 24% of part-time faculty respondents to this study indicated they were looking for full-time positions. And of those who claimed to be searching for a full-time position, 11% want non-academic jobs. Third, the majority of part-timers (60%) have full-time jobs elsewhere. Finally, half the part-time faculty respondents claimed pleasure in teaching as the primary reason for their part-time employment, with financial need and need to keep abreast of their fields of study next in order of importance. These data do not create a picture of a dislocated higher education teaching force in Ohio who have turned to part-time teaching as a last resort, although there is a significant segment who fit that definition, and the number may increase, especially in the humanities, if current population and political trends continue.

There are problems embedded within these data, however, demanding further exploration. One, the possible disparate, negative effect on women of current practices, emerges most strongly. While only 4% of men indicated they taught part-time because they were unable to find full-time jobs, 12% of women indicated inability to find a full-time position as a reason. Moreover, only 39% of women compared to 57% of men found pleasure in teaching the most important reason for part-time academic employment. Finally, while 78% of males hold a full-time job in addition to the part-time position, only about 28% of females have regular full-time employment. On the other hand, the fact that 28% of female part-timers hold a second part-time job (to the male 11%) indicates that women are not as a rule seeking to confine their employment to part-time. The latter finding is given additional credence by the rather surprisingly small number (15%) of women who specified family responsibilities as a major reason for part-time teaching.

While conventional assumptions about women who teach part-time in colleges and universities to accommodate family responsibilities are called into question by this study, and while more women than men appear to be teaching part-time as an unhappy substitute for regular full-time employment, the issue remains somewhat problematical. Women, emerging from a long history of sex discrimination in the work force, including higher education, are entering the labor market in large numbers for the first time in many years. Unfortunately, that change has taken place in lean years when many forces are decreasing full-time positions in colleges and universities while part-time opportunities increase. Moreover, it is undeniably the case that women's own wishes in regard to employment, and their own expectations about appropriate adult role fulfillment, have changed relatively recently under the influence of the women's movement and economic pressures. There is consequently often a lag between prevailing assumptions among administrators and a relatively new consciousness among female academic job seekers. It should, in fact, be noted that there is still a group of women (15% compared to 1% of men) who do still prefer part-time teaching as a way of accommodating family responsibilities.

In spite of these tempering factors in what might otherwise be construed as another simple manifestation of sex discrimination in the academic work force, we recommend attentive caution in this area to higher education planners. Some administrators are hiring women in large numbers as part-timers, sometimes instead of as full-timers, because (1) they assume women want part-time work to allow more time for their families; or (2) because they believe they are meeting affirmative action goals by adding women to their faculties, even as part-timers. As indicated above, our data belie the first assumption, and sex discrimination



charge settlements cited earlier call into question the latter. If women are "overrepresented" in part-time ranks and "underrepresented" in full-time positions, that in itself may furnish the basis for sex discrimination charges. Moreover, questions have been raised regarding disparate effect of differential salary scales and benefits on women as a class if disproportionate numbers of part-time faculty in an institution are women.

Of particular concern in regard to the latter problem are part-timers who teach on a continuing basis. At many colleges and universities, part-timers who teach at least half-time are regarded as regular faculty with all rights and responsibilities, and with *pro rata* salaries and benefits. At Wesleyan University, persons in that category are called "sunlighters." They are distinguished from "moonlighters"—part-timers who are employed elsewhere and teach only one course—and from "twilighters"—part-timers not otherwise employed, but without qualifications for a regular faculty position (Tobias, 1977). The Wesleyan model is a way of handling various problems presented by part-time faculty hiring that a number of institutions nationwide have found satisfactory. It is not a solution widely adopted in Ohio, judging from responses to our survey, where part-time can often include anyone teaching less than 100% loads, and where the titles "lecturer," or "temporary" cover a multitude of non-regular appointments.

A particular aspect of part-time hiring for which these sex discrimination issues have some implications, but with much broader-based significance, is the breakdown of fields in which part-timers teach. As indicated in Appendix D to this report, by far the majority of part-timers responding to our survey teach in business, the humanities, and the arts. Among these general fields, English, particularly the teaching of writing, represents the greatest number of part-timers. Accounting and music, the fields with the next greatest number of part-timers, each represents about a third fewer part-time faculty than English. This imbalance suggests a number of concerns requiring further attention.

English is a field in which supply greatly exceeds demand at this point in time, and a field in which the great majority of part-timers so far are women. Add to those data those special problems faced by English departments in the teaching of writing as those problems were defined by administrators in the case studies. What emerges is a field in which dependence on part-time faculty appears likely to continue or to increase; in which there is a probability that women in part-time ranks will continue to outnumber women in full-time positions; and one in which there will likely continue to be many persons qualified for full-time academic positions who are unable to find satisfactory alternative employment and for whom no full-time faculty employment is available. All this suggests that the interests of the profession and the employing institutions would be well served by special efforts to create system and equity in part-time hiring in this field. Solutions that have been suggested range from creation of a special category of permanent faculty—perhaps as instructors—with or without tenure, to priority consideration of continuing part-timers for full-time positions when they open. Such a plan might follow the model of eight ivy-league schools who have been granted funds by the National Endowment for the Humanities to employ bright young scholars on a yearly basis until tenure positions open. Adoption of this plan could apply to any number of fields beset by this particular set of problems. It could also address the question of how to ensure an infusion of new approaches and ideas into a tenured-in faculty during times of static or diminishing enrollments. Part-time hiring on a restricted classroom contact basis has very little possibility for meeting the latter need.

The third and final area we commend to the special attention of higher education planners includes alleged special considerations and problems in part-time faculty hiring in the community college. On the one hand, it seems apparent that many of the problems identified in community colleges are similar to those identified in other types of institutions. Community college administrators cite the same reasons for the need to hire part-time faculty as their colleagues in four-year colleges and universities, with perhaps a degree more frankness about the cost-saving benefits, and with more emphasis on the value of practical, professional, or occupational experience among their faculties. Differences obtain primarily in numbers, with significantly more part-timers employed by the community colleges than by other types of institutions, and in a comparatively limited concern with teaching experience or abilities of part-time faculty expressed by community college administrators.\*

\*An important qualifier of that generalization may exist in the new emphasis on "faculty development" programs for part-timers being sponsored by and for two-year college administrators.

Two major caveats must be heeded before any comparative judgments are reached about community college use of part-time faculty on the basis of this report. The first is some unfortunate skewing in the results of our study that may have arisen from the decision of two large urban-based, state-assisted universities not to participate in our study. Generally available public information suggests that both those institutions employ large numbers of part-time faculty members. If this is true, and had the study included those institutions, perhaps more conclusive indications of the relative importance of urban location and category of institution (four or two-year) might have emerged.

Second, community colleges lack an important teaching resource widely available in universities—graduate teaching assistants. As some administrators indicated in the case studies, graduate teaching assistants may hold the advantage over other part-time faculty in their immersion in the material to be taught (if indeed, they teach in the field in which they are studying), and in the probability that they are aware of the most current research in their fields. On the other hand, they are likely to lack the professional/occupational experience of many "outside" part-timers, and are not likely to have much, if any, compensating teaching experience. And in certain fields—English, particularly—the stuff of their graduate studies may be far removed from the subject they are assigned to teach.

With those caveats, however, there remains sufficient concern about comparative use of part-time faculty according to types of institutions to encourage further examination of this question. Are students in institutions heavily dependent on part-time faculty being educationally shortchanged by unavailability of their instructors for extra-classroom contact, or by lack of teaching experience or preparation and grading time of those instructors? Conversely, does the nature of the student body at community colleges—and perhaps at certain four-year, urban-based institutions as well—make contacts outside the classroom unlikely in any case? And, is there a skills-learning emphasis in those institutions that makes pedagogical experience or preparation and grading time largely irrelevant?

The results of this study do not provide definitive answers to these far-reaching questions. They do raise sufficient questions about the adequacy of current policies and practices governing part-time faculty employment in Ohio higher education that we believe our essential recommendation must be for the further study of issues highlighted by the data presented in this project, and for the drafting of concrete recommendations for changes in policy and practice governing part-time faculty employment in Ohio higher education. We would foresee the creation of a study commission by the Ohio Board of Regents as an optimal body for the drafting of such recommendations. Parallel, or special, commissions might be created by such organizations as the Association of Independent Colleges and Universities of Ohio or by the Great Lakes Colleges Association.\*

Perhaps the most nearly definitive conclusions to be drawn from the findings of this study at this time are:

- (1) At this point in history, it is no more reasonable to expect a permanent, largely unchanging, full-time faculty to cover all fields of knowledge and changing approaches to established fields, or to meet all student needs and demands, than it is to expect any reference work since Britannica's eleventh edition to represent itself as an "encyclopedia" of knowledge. A flexible, part-time faculty as a supplement to a full-time faculty appears to be a *sine qua non*, under present conditions.
- (2) There is virtually universal uneasiness among Ohio higher education administrators about current policies and practices according to which part-time faculty are currently hired and employed.
- (3) As responses of administrators to our questionnaire indicate, there appears to be less rigor and less system in recruiting and selecting part-time, as compared to full-time, faculty, with obvious implications for the quality of education in colleges and universities heavily dependent on part-time instruction.

\*In undertaking further study of these questions and data, any commission appointed for that purpose should be informed of the newly-published report of the American Association of University Professors, "The Status of Part-Time Faculty." That report provides a comprehensive analysis of part-time faculty employment from the perspective of the academic professional association (Stern et al., 1981).

- (4) There is widespread, if not universal, discontent among part-time faculty members concerning the terms and conditions of their employment, and the absence of rewards, including salary increases and promotion, for good performance.
- (5) Healthy growth in the academic profession and equity for instructors and students alike demand clarification and systematic development of specific policies and practices for employment of part-time faculty. Those policies and practices should acknowledge differences in kinds of part-timers, their teaching fields, the reasons they teach, and what they can reasonably expect from the institutions where they teach. The needs and reasonable expectations of colleges and universities should be evaluated as well in the process of policy development, as should the rights and reasonable expectations of the students. We trust this study will be of significant help in those next essential steps.

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**APPENDIX A**  
**FORM LETTERS USED IN THE STUDY**

# KENT STATE UNIVERSITY

KENT, OHIO 44242

HUMAN RESOURCE UTILIZATION  
(216) 672-2038

January 23, 1980

[Name  
Institution  
Address]

Dear [Name of President]:

We are conducting a statewide part-time faculty survey which is sponsored by The Cleveland Foundation. One of the primary objectives of this project is to study the characteristics of the part-time faculty and their employment patterns. These data will be used to assist institutions in planning and policy development in the use of part-time teaching personnel.

In a few weeks, we shall be sending out questionnaires to the part-time faculty members. Because we do not have sources for identifying them, may we enlist your help in distributing these questionnaires to the part-time faculty in your institution? The success of this project will be entirely dependent on how well we can reach the part-time faculty. Your cooperation will certainly be valuable in helping us reach our target population.

It would be greatly appreciated if you would provide us with the information specified in the enclosed form. Please complete and return it to us as soon as possible. An addressed, postage-paid envelope is also enclosed for the convenience of your reply. Thank you and we look forward to your cooperation in this endeavor.

Sincerely yours,

Shu-O Yang, Ph.D.  
Principal Investigator

Michele Zak, Ph.D.  
Project Director

SY:al  
enclosure

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Please complete and return to the Office of Human Resource Utilization, 114 Merrill Hall, Kent State University, Kent, Ohio 44242.

## PART-TIME FACULTY SURVEY COOPERATION FORM

1. Institution: \_\_\_\_\_

2. The person who will serve as a coordinator in your institution in distributing the questionnaires:

Name \_\_\_\_\_

Position \_\_\_\_\_

Telephone \_\_\_\_\_

3. Approximate number of part-time faculty members employed this term in your institution:

4. Any comments you might have in advising us regarding the distribution of questionnaires to individual part-time faculty in your institution.

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Thank you for your cooperation.

# KENT STATE UNIVERSITY

KENT, OHIO 44242

HUMAN RESOURCE UTILIZATION  
(216) 672-2038

March 7, 1980

[Name  
Institution  
Address]

Dear [Name of Coordinator]:

The President of your institution has recently agreed to participate in a study of part-time faculty employment in Ohio colleges and universities, funded by the Cleveland Foundation and the Columbus Foundation and conducted by the Office of Human Resource Utilization at Kent State University. As indicated in the form returned to us by your President, you will serve as the coordinator for your institution, assisting us in distributing questionnaires to your part-time faculty members.

A part-time faculty member is defined in this study as someone whose official teaching load is less than that of a full-time faculty member, and (1) who is not a student employed in the same department in which he/she is earning his/her degree, or (2) who is not a full-time faculty member at the same department and who voluntarily reduces his/her teaching load, (3) who is not a full-time administrator employed at the same institution and teaches occasionally, or (4) who is not teaching on a voluntary/no cost basis. Please only include the part-time faculty members who are employed during the current term in your institution.

May we propose two methods for distributing the questionnaires:

- (1) You will distribute the questionnaires from your office through campus mail, if all your part-time faculty members are assigned mailboxes.
- (2) You will distribute questionnaires from our office, affixed with labels of each part-time faculty member's home address, which you will provide us.

If you prefer the first method, we will send you sufficient numbers of questionnaires for you to distribute in early April. If you prefer the second method, please send us the address labels by March 30, 1980. Please fill out and return the enclosed form as soon as possible. An addressed, postage-paid envelope is also enclosed for the convenience of your reply.

If you have any questions regarding the study, please contact us. Thank you for your cooperation.

Sincerely,

Shu-O Yang, Ph.D.  
Principal Investigator

Michele Zak, Ph.D.  
Project Director

SY:mg  
attachment



Please return to:

Office of Human Resource Utilization  
114 Merrill Hall  
Kent State University  
Kent, Ohio 44242

Please inform us of your choice of method for distributing the questionnaires.

- \_\_\_\_\_ 1. You will distribute questionnaires through your campus mail.
- \_\_\_\_\_ 2. You will provide us with the home address labels of your part-time faculty members by March 30, 1980.\*
- \_\_\_\_\_ 3. Other method of distributing. Please specify.

\_\_\_\_\_  
\_\_\_\_\_

\* If your institution is on the quarter system, please include the part-time faculty who will be employed during the spring quarter, 1980. In this case, please send us the address labels in April, or as soon as the labels are ready.

Your Institution \_\_\_\_\_

Your Name \_\_\_\_\_

**APPENDIX B**  
**QUESTIONNAIRES USED IN THE STUDY**

April 11, 1980

Dear Part-Time Faculty Member:

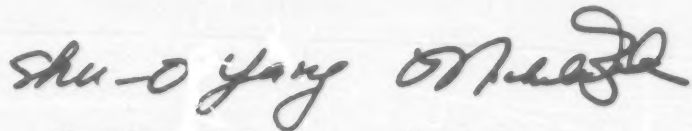
We need your help in a statewide study of part-time faculty employment in Ohio. This phase of the project, sponsored jointly by the Cleveland Foundation and the Columbus Foundation, involves collection of data regarding the characteristics, nature of employment, working conditions, and attitudes of part-time faculty members in higher education in Ohio. These data will be used to provide information to assist institutions of higher education in planning and policy development in the use of part-time teaching personnel.

The enclosed questionnaire will take about 20 minutes of your time to complete. Your completed questionnaire will be treated as confidential and will be used for statistical purposes only. Data will be released only in the form of statistical summaries from which it will be impossible to identify information about any particular person. The institutional name on the questionnaire serves only to identify types of institutions, as for example, private or public. Of course, no individual institutions will be identified in any reports of the results of the study. The findings will present aggregate data only.

It would be of great help if you would complete and return the questionnaire as soon as possible. May we suggest that you do it now, while you have it in hand? An addressed, postage-paid envelope is enclosed. The success of this project in providing an accurate picture of part-time employment depends largely on your cooperation. We believe the importance of the study will justify the invaluable time you give it.

Thank you for your cooperation.

Very truly yours,



Shu-O Yang, Ph.D.  
Principal Investigator

Michele Zak, Ph.D.  
Project Director

# STATEWIDE PART-TIME FACULTY SURVEY IN OHIO COLLEGES AND UNIVERSITIES

DO NOT  
WRITE ON  
THIS MARGIN

Institutional  
Name

## Nature and Scope of Part-Time Teaching Assignments

**1** At which campus of the institution are you currently teaching part-time?

- ☐ (a) Main Campus  
☐ (b) Branch Campus  
☐ (c) Does not apply, the institution I teach at does not have branches

**2** In what field(s) are you currently teaching part-time? Please write down the name(s) of the field(s).

- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

**3** Number of course(s) you teach this quarter/semester?

\_\_\_\_\_ course(s)

**4** At how many institutions do you teach this quarter/semester?

- ☐ (a) Only one institution  
☐ (b) Two  
☐ (c) Three  
☐ (d) More than three

**5** Which of the following describes the level of the course(s) you teach part-time?

- (a) Basic first two-year or general introductory course  
(b) Third- or fourth-year course  
(c) Graduate level course  
(d) Specialized professional course  
(e) Continuing education and/or evening-weekend college program

Course Course Course  
#1 #2 #3

- ☐ ☐ ☐  
☐ ☐ ☐  
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☐ ☐ ☐  
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**6** When do you teach? Check all that apply.

- ☐ (a) Daytime (during the weekday)  
☐ (b) Evenings (during the weekday)  
☐ (c) Both daytime and evenings during the weekday  
☐ (d) Weekends (both day and evenings)

**7** Is/are the course(s) you teach the one(s) you prefer to teach in your field?

- |               | Yes                      | No                       |
|---------------|--------------------------|--------------------------|
| (a) Course #1 | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Course #2 | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Course #3 | <input type="checkbox"/> | <input type="checkbox"/> |

**8** What is the student enrollment in your class(es)? Please fill in the number.

Course #1 Course #2 Course #3

\_\_\_\_\_

**9** How long have you been employed as part-time faculty? Please do not count years worked as a graduate or teaching assistant while you were in graduate school.

- (a) \_\_\_\_\_ Year(s) at the institution I am currently teaching this term  
(b) \_\_\_\_\_ Year(s) at other institutions

**10** How many years of professional work experience have you had? Professional experience includes those work activities in which you have been engaged requiring knowledge of your field.

- (a) \_\_\_\_\_ Year(s) in full-time college-level teaching  
(b) \_\_\_\_\_ Year(s) in part-time college-level teaching  
(c) \_\_\_\_\_ Year(s) in other professional experience

**11** What is the status of your part-time faculty contract(s)?

- ☐ (a) On a continuing basis (promising employment more than one quarter/semester)  
☐ (b) On a quarter/semester basis  
☐ (c) No written contract; verbal agreement  
☐ (d) Other, please specify: \_\_\_\_\_

**12** Which of the following titles best fits your current part-time position at this institution?

- ☐ (a) Professor  
☐ (b) Associate Professor  
☐ (c) Assistant Professor  
☐ (d) Instructor  
☐ (e) Lecturer  
☐ (f) Adjunct in any rank  
☐ (g) Visiting Professor in any rank  
☐ (h) Other, please specify: \_\_\_\_\_

**13** Are you tenured?

- ☐ (a) Yes, at this institution  
☐ (b) Yes, at other institution  
☐ (c) No

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## Course Assignments

**1 Are you responsible for the syllabus for your course(s)?**

|               | Yes                      | No                       |
|---------------|--------------------------|--------------------------|
| (a) Course #1 | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Course #2 | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Course #3 | <input type="checkbox"/> | <input type="checkbox"/> |

**2 Are you responsible for selecting text for your course(s)?**

|               | Yes                      | No                       |
|---------------|--------------------------|--------------------------|
| (a) Course #1 | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Course #2 | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Course #3 | <input type="checkbox"/> | <input type="checkbox"/> |

**3 Is your course evaluated by your students?**

|               | Yes                      | No                       | Don't Know               |
|---------------|--------------------------|--------------------------|--------------------------|
| (a) Course #1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Course #2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Course #3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**4 Is your teaching evaluated by the department (chair or peers)?**

|               | Yes                      | No                       | Don't Know               |
|---------------|--------------------------|--------------------------|--------------------------|
| (a) Course #1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) Course #2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Course #3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5 How much notice did you have of your appointment to teach current course(s)?**

- ☐ (a) Less than a week before classes began
- ☐ (b) Less than a month before classes began
- ☐ (c) One to three months before classes began
- ☐ (d) Four to six months before classes began
- ☐ (e) More than half-a-year before classes began

**6 Did you have sufficient time to prepare for your course(s)?**

- ☐ (a) Yes
- ☐ (b) No

**7 How did you first learn the availability of this part-time teaching position?**

- ☐ (a) Word of mouth (personal contact)
- ☐ (b) Public advertisement (newspaper or other publication)
- ☐ (c) Through professional association
- ☐ (d) Other, please specify: \_\_\_\_\_

**8 Are you satisfied with this part-time teaching position?**

- ☐ (a) Yes
- ☐ (b) Somewhat satisfied
- ☐ (c) No

**9 Which of the following would you need most to improve the quality of your teaching? Please rank order your responses which apply beginning with #1 as the one you need most.**

- \_\_\_\_\_ (a) To develop the syllabus and select text books for my course
- \_\_\_\_\_ (b) To have more contact/interaction with full-time faculty members
- \_\_\_\_\_ (c) To have more contact/interaction with chairpersons/administrators
- \_\_\_\_\_ (d) To have more contact/interaction with my students beyond regular classroom teaching
- \_\_\_\_\_ (e) To be notified of the appointment(s) in time to prepare to teach the course(s)
- \_\_\_\_\_ (f) To be paid more for teaching part-time
- \_\_\_\_\_ (g) To participate in the faculty development program in order to improve my teaching skill(s)
- \_\_\_\_\_ (h) To receive further education/training in my field
- \_\_\_\_\_ (i) Other, please specify: \_\_\_\_\_

**10 What is the most important reason for your teaching part-time? Please rank order your responses which apply beginning with #1 as the most important reason.**

- \_\_\_\_\_ (a) Teaching is enjoyable and fulfilling
- \_\_\_\_\_ (b) To gain teaching experience for a prospective full-time teaching job
- \_\_\_\_\_ (c) Location of the institution is convenient to me
- \_\_\_\_\_ (d) Family responsibilities (part-time teaching is flexible)
- \_\_\_\_\_ (e) To keep abreast of my field (professional development)
- \_\_\_\_\_ (f) To obtain income to go to graduate school
- \_\_\_\_\_ (g) Need income in addition to my regular salary
- \_\_\_\_\_ (h) Retired or semi-retired but want to teach part-time
- \_\_\_\_\_ (i) Cannot find full-time job in my field
- \_\_\_\_\_ (j) Cannot look for job elsewhere, confined to this area because of spouse's job
- \_\_\_\_\_ (k) Allows flexibility for doing other work or holding another part-time job
- \_\_\_\_\_ (l) Not qualified for full-time college teaching
- \_\_\_\_\_ (m) Other, please specify: \_\_\_\_\_

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**11 What is the percentage of your working time that is devoted to each of the following activities during a typical week of your teaching?**

Please write down the percentages:

- \_\_\_\_\_ (a) Teaching in classroom
- \_\_\_\_\_ (b) Advising and/or counseling students
- \_\_\_\_\_ (c) Preparing lectures and grading
- \_\_\_\_\_ (d) Performing departmental administrative duties
- \_\_\_\_\_ (e) Keeping abreast of field
- \_\_\_\_\_ (f) Other professional activities not related to your part-time teaching, if any

**12 Please indicate your professional activities in the following. Zero indicates none.**

- (a) I have published \_\_\_\_\_ articles in the journals relating to my field
- (b) I have published \_\_\_\_\_ books relating to my field
- (c) I have presented \_\_\_\_\_ papers relating to my field at professional/academic meetings

**Salary and Benefits**

**1 What is your salary as a part-time faculty member at this institution? Please fill in the appropriate categories.**

- (a) I am paid \$\_\_\_\_\_ per credit hour
- (b) I am paid \$\_\_\_\_\_ per course
- (c) I am paid \$\_\_\_\_\_ per quarter/semester
- (d) I am paid \$\_\_\_\_\_ per 9-months
- (e) Other, please specify: \_\_\_\_\_

**2 What is the percentage of salary (indicated in #1) in your total earned income? Please calculate it based on your annual income.**

\_\_\_\_\_ %

**3 Do you receive any of the following fringe benefits? Please check the appropriate boxes.**

|                                         | From the institution you teach part-time? | From other sources?      | Would you like to receive such benefits? |
|-----------------------------------------|-------------------------------------------|--------------------------|------------------------------------------|
|                                         | Yes                                       | Yes                      | Yes                                      |
| (a) Retirement Plan                     | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (b) Unemployment Insurance              | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (c) Health Insurance                    | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (d) Life Insurance                      | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (e) Worker's Compensation               | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (f) Sick Leave                          | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (g) Sabbatical Leave                    | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (h) Tuition for Self                    | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (i) Tuition for Spouse and Dependents   | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (j) University Parking                  | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (k) Recreation Facilities               | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (l) Bookstore Discount                  | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (m) Library Privileges                  | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (n) Subsidies for Professional Meetings | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |
| (o) None of the above                   | <input type="checkbox"/>                  | <input type="checkbox"/> | <input type="checkbox"/>                 |

**4 Are you aware of Senate Bill 245 which extends the retirement benefit to part-time faculty for the state of Ohio from the day of hire and which eliminates the eligibility requirement of full-time work for sixty (60) consecutive days?**

- ☐ (a) Yes
- ☐ (b) No

**5 How much will you benefit from this new regulation (retirement plan)?**

- ☐ (a) Yes, I certainly need this benefit
- ☐ (b) Yes, I need it somewhat
- ☐ (c) No difference

**6 Are any of the following services, facilities, or activities available to you at the institution(s) where you currently teach part-time?**

|                                                       | Yes                      | No, but would like to have |
|-------------------------------------------------------|--------------------------|----------------------------|
| (a) Clerical help                                     | <input type="checkbox"/> | <input type="checkbox"/>   |
| (b) Audio-visual aids for classroom use               | <input type="checkbox"/> | <input type="checkbox"/>   |
| (c) Private or shared office space                    | <input type="checkbox"/> | <input type="checkbox"/>   |
| (d) Supervision of undergraduate theses               | <input type="checkbox"/> | <input type="checkbox"/>   |
| (e) Supervision of graduate theses                    | <input type="checkbox"/> | <input type="checkbox"/>   |
| (f) Participation in regular departmental meetings    | <input type="checkbox"/> | <input type="checkbox"/>   |
| (g) Voting and other faculty governance participation | <input type="checkbox"/> | <input type="checkbox"/>   |
| (h) A mail box at departmental office                 | <input type="checkbox"/> | <input type="checkbox"/>   |
| (i) Participation in faculty development program      | <input type="checkbox"/> | <input type="checkbox"/>   |
| (j) Participation in faculty committees               | <input type="checkbox"/> | <input type="checkbox"/>   |
| (k) None of the above                                 | <input type="checkbox"/> | <input type="checkbox"/>   |

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## Employment Experience

### 1 Are you presently employed elsewhere?

- ☐ (a) Yes (go to 1a, 1b and then 2)  
☐ (b) No (go to 2)

### 1a If yes on number 1, the appointment elsewhere is a:

- ☐ (a) Full-time position  
☐ (b) Part-time position

### 1b If yes on number 1, what is the nature of your present employment other than your part-time teaching?

- ☐ (a) College-level teaching at an academic institution  
☐ (b) Administrative position at an academic institution  
☐ (c) Post-doctoral appointment at an academic institution  
☐ (d) Elementary or secondary school teaching  
☐ (e) Government employee (state, city, or federal)  
☐ (f) Industry  
☐ (g) Business  
☐ (h) Medical or health  
☐ (i) Law  
☐ (j) Own business  
☐ (k) Other, please specify: \_\_\_\_\_

### 2 Are you presently looking for a full-time position?

- ☐ (a) Yes (go to 2a, 2b, 2c, and 2d)  
☐ (b) No (go to 2e)

### 2a If answer is yes on number 2, what kind of full-time position are you looking for?

- ☐ (a) College-level full-time teaching  
☐ (b) Non-academic position  
☐ (c) Both, whichever comes first  
☐ (d) Haven't yet decided

### 2b If answer is yes on number 2, would your present part-time teaching experience enhance your credentials on future full-time employment?

- ☐ (a) Yes, definitely  
☐ (b) Yes, somewhat  
☐ (c) No  
☐ (d) Don't know, difficult to judge

### 2c How long have you been looking for a full-time job?

\_\_\_\_\_ Month(s) or \_\_\_\_\_ Year(s)

### 2d If answer is yes on number 2, what is the most important reason for your looking for a full-time position? Please rank order your responses which apply beginning with #1 as the most important reason.

- \_\_\_\_\_ (a) Not satisfied with the present employment  
 \_\_\_\_\_ (b) Would like to move to other geographic area  
 \_\_\_\_\_ (c) Financial need to work full-time  
 \_\_\_\_\_ (d) Lesser family responsibilities now and will allow me to work full-time  
 \_\_\_\_\_ (e) Just completed degree  
 \_\_\_\_\_ (f) Other, please specify: \_\_\_\_\_

### 2e If answer is no on number 2, which of the following best describes your reason for not seeking full-time employment?

- ☐ (a) Health reason  
☐ (b) Family responsibilities and other interests  
☐ (c) Still going to graduate school  
☐ (d) Retired or semi-retired  
☐ (e) No financial need to work full-time  
☐ (f) Cannot find full-time work  
☐ (g) Working full-time now  
☐ (h) Other, please specify: \_\_\_\_\_

### 3 Would you be interested in teaching full-time?

(a) At the institution where you currently teach

- ☐ Yes  
☐ No  
☐ Don't know

(b) At other institutions

- ☐ Yes  
☐ No  
☐ Don't know

### 4 If an acceptable full-time position in your specialty were offered to you in another geographic area, would you move to take the position?

- ☐ (a) Yes, definitely  
☐ (b) Possibly, but have to consider family responsibilities and/or spouse's job opportunity  
☐ (c) No, because of family responsibilities and/or spouse's job opportunity  
☐ (d) Possible to move (not for family reason)  
☐ (e) Impossible to move (not for family reason)

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## Attitudes Toward Part-Time Teaching

### 1 Do you agree/disagree with the following statements:

- (a) Part-time faculty should be eligible for tenure
- (b) Part-time faculty are treated inequitably regarding salary and benefits
- (c) Teaching effectiveness, not publications, should be the primary basis for part-time faculty promotion and evaluation
- (d) Part-time faculty should be given priority when a full-time teaching position which is in the part-timer's field becomes available
- (e) Part-time employment is ideal for persons with family responsibilities
- (f) Part-time faculty generally teach less effectively than full-time faculty
- (g) Part-time faculty should not be given the responsibility of preparing syllabi and selecting text books for the courses they teach
- (h) Part-time faculty should be entitled to promotion in rank
- (i) Part-time faculty should be evaluated according to the same criteria as are full-timers in question of promotion in rank and granting tenure

Strongly agree      Agree      Disagree      Strongly disagree

|                          |                          |                          |                          |
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## Personal Data

### 1 What is your sex?

- ☐ (a) Male
- ☐ (b) Female

### 2 Which of the following best describes you?

- ☐ (a) White
- ☐ (b) Black
- ☐ (c) American Indian
- ☐ (d) Asian
- ☐ (e) Hispanic

### 3 What is your year of birth?

\_\_\_\_\_

### 4 What is your present marital status?

- ☐ (a) Single, never married
- ☐ (b) Married
- ☐ (c) Separated
- ☐ (d) Divorced
- ☐ (e) Widowed

If you are married, please answer the following questions (#5 and #5a) about your spouse.

### 5 What is your spouse's highest earned degree? Please do not report honorary degrees.

- ☐ (a) No earned degree
- ☐ (b) Associate degree
- ☐ (c) Bachelor's degree
- ☐ (d) Master's degree
- ☐ (e) Finished all course work for doctorate, but doctorate not yet awarded (A.B.D.)
- ☐ (f) Doctorate or professional degree
- ☐ (g) Other, please specify: \_\_\_\_\_

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### 5a What is your spouse's association with the institution in which you teach part-time?

- ☐ (a) My spouse is employed as a full-time faculty member
- ☐ (b) My spouse is employed as a part-time faculty member
- ☐ (c) My spouse is employed as a full-time administrative staff member
- ☐ (d) My spouse is employed as a part-time administrative staff member
- ☐ (e) My spouse is a full-time student
- ☐ (f) My spouse is a part-time student
- ☐ (g) My spouse is not associated with any institution in which I teach part-time

.....5a

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6 How many children do you have?

\_\_\_\_\_ child/children

7 If answer on question #6 is other than 0, what is the age of your child/children? Please check all that apply.

- ☐ (a) Less than two  
☐ (b) Three to five  
☐ (c) Six to eight  
☐ (d) Nine to eleven  
☐ (e) Older than eleven

8 What is your highest earned degree? Please do not report honorary degrees.

- ☐ (a) No earned degree  
☐ (b) Associate degree  
☐ (c) Bachelor's degree  
☐ (d) Master's degree  
☐ (e) Finished all course work for doctorate, but doctorate not yet awarded (A.B.D.)  
☐ (f) Doctorate or professional degree  
☐ (g) Other, please specify: \_\_\_\_\_

9 What is the date of your highest earned degree? If you have two degrees at the same level, for example, two master's degrees, please mention the one most pertinent to the field in which you teach part-time. If your answer is A.B.D. in question #8, please enter the date when you established A.B.D. status.

\_\_\_\_\_ Month \_\_\_\_\_ Year

10 In what field did you earn your highest degree? Please name the field as it pertains to question #9.

11 Did you get your highest degree from the institution in which you are currently teaching part-time this term?

- ☐ (a) Yes ☐ (b) No

12 Are you currently enrolled at any college/university for an advanced degree?

- ☐ (a) No  
☐ (b) Yes, working toward a degree at the same institution in which I teach  
☐ (c) Yes, working toward a degree in the same field in which I teach at another institution  
☐ (d) Yes, working toward a degree at another institution in a different field from the one in which I teach

Thank you for completing this questionnaire. Please return the completed form in the enclosed postage-paid and self-addressed envelope. If you wish to make any comments, please state them in the following space.

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March 21, 1980

Dear Administrator:

The president of your institution has recently agreed to participate in a study of the policies and practices governing employment of part-time faculty by Ohio colleges and universities. The number of part-time faculty members has grown by approximately thirty-eight (38) percent at four-year colleges and universities in America over the last four years, and at two-year institutions, the part-timers now outnumber full-time faculty members. Because of budget constraints and generally reduced support of higher education, it is possible that institutions will hire more part-timers in order to avoid long-term commitments and to reduce costs. A thorough understanding of the facts and implications of part-time teaching is needed in the higher education community if policy-making and planning for appropriate accommodation of this change is to take place. This project, in which your institution is participating, seeks to provide those facts and to measure implications for the Ohio higher education community. The study is being conducted by the Office of Human Resource Utilization at Kent State University, and has been jointly funded by two private Ohio foundations -- the Cleveland Foundation and the Columbus Foundation.

May we enlist your interest and help in answering the enclosed questionnaire as it relates to your institution? The questionnaire has been sent to selected administrators. Another questionnaire regarding the characteristics of part-time faculty is being sent to individual part-time faculty members. The results of the study will be provided to all participating institutions to assist them in evaluating current part-time faculty employment policies and practices and in planning for the direction and nature of such employment in the future. The institutional name on the questionnaire serves only to identify types of institutions, as for example, private or public. Of course, no individual institutions will be identified in any reports of the results of the study. The findings will present aggregate data only.

The usefulness of this study depends largely upon your willingness to cooperate. Would you please take about 20 minutes to complete the questionnaire and return it as soon as possible? An addressed, postage-paid envelope is enclosed for your convenience. We believe the results of the study will make an invaluable contribution to understanding the picture of part-time employment in higher education.

Thank you for your interest.

Sincerely,

*Shu-O Yang*  
Shu-O Yang, Ph.D.  
Principal Investigator

*Michele Zak*  
Michele Zak, Ph.D.  
Project Director

# STATEWIDE PART-TIME FACULTY SURVEY IN OHIO COLLEGES AND UNIVERSITIES

## General Information

A part-time faculty member, in this study, is defined as someone whose official teaching load is less than that of a full-time faculty member, and (1) who is not a student employed in the same department in which he/she is earning his/her degree, or (2) who is not a full-time faculty member at the same department and who voluntarily reduces his/her teaching load, (3) who is not teaching on a voluntary/no cost basis, or (4) who is not a full-time administrator employed at the same institution and who teaches occasionally.

DO NOT WRITE  
ON THIS  
MARGIN

Institutional  
Name

1 If you define the part-time faculty member in your institution differently, please explain here:

2 What is the most important reason for your hiring part-time faculty in your department/administrative unit? Please rank order your responses beginning with #1 as the most important reason.

(a) Part-time faculty are hired for special knowledge and skills not otherwise available on the existing staff

(b) Part-time faculty are hired to adjust enrollment shifts

(c) Part-time faculty are hired to maintain budget flexibility

(d) Other, please specify:

3 How do you foresee the hiring of part-time faculty in your unit over the next five years?

(a) Will increase greatly

(c) Will stay about the same

(b) Will increase somewhat

(d) Will decrease somewhat

(e) Will decrease greatly

4 What are the advantages of employing part-time faculty? Please rank order your responses beginning with #1 as the most important reason.

(a) Save money

(d) Provide for unexpected increase in enrollment

(b) Provide an alternative to meet declining enrollment

(e) Bring in specialization lacking among full-time staff to expand curricular offerings

(c) Avoid overtenuring department

(f) Expose students to professionals in field outside higher education

(g) Other, please specify:

5 What are the disadvantages of hiring part-time faculty? Please rank order your responses beginning with #1 as the most important reason.

(a) Quality of teaching is difficult to evaluate

(b) Part-timers are less qualified scholars than full-time faculty and have less opportunity to keep up in their field

(c) Accessibility for students is less than that of full-time faculty

(d) Other, please specify:

6 What is your primary position with this institution?

(a) Departmental chair

(c) Vice president

(b) Dean

(d) President

(e) Other, please specify:

- 7 If you are a chair or a college dean, what is your general area (e.g., humanities, medicine, arts, social science, law, business administration, engineering, etc.)?

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## Recruitment of Part-Time Faculty

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- 1 How many people (on the average) are contacted/interviewed before a part-time teaching job is offered?

(a) Persons are contacted:

- \_\_\_\_ (1) One  
\_\_\_\_ (2) Two or three  
\_\_\_\_ (3) Three to four  
\_\_\_\_ (4) More than four  
\_\_\_\_ (5) Don't know, (I am not involved in hiring)

(b) Persons are interviewed:

- \_\_\_\_ (1) One  
\_\_\_\_ (2) Two or three  
\_\_\_\_ (3) Three to four  
\_\_\_\_ (4) More than four  
\_\_\_\_ (5) Don't know, (I am not involved in hiring)

- 2 If a part-time teaching applicant is invited for an interview, who is involved in the interviewing process?

- \_\_\_\_ (a) Chairperson only  
\_\_\_\_ (b) A higher level administrator along with the chair  
\_\_\_\_ (c) Chair or other administrator and one or more full-time faculty members of the same department  
\_\_\_\_ (d) A formal search committee for that part-time teaching position  
\_\_\_\_ (e) None of the above apply, we do not interview for part-time teaching position  
\_\_\_\_ (f) Other, please specify: \_\_\_\_\_

- 3 How do you usually recruit part-time teaching faculty? Please rank order responses beginning with #1 as the most often used.

- \_\_\_\_ (a) Advertisement in local newspaper and/or publication of our institution  
\_\_\_\_ (b) Advertisement in statewide or nationwide newspaper and/or publication  
\_\_\_\_ (c) Through professional association announcement  
\_\_\_\_ (d) Personal contacts based on recommendations from people or organization outside your institution  
\_\_\_\_ (e) Personal contacts based on recommendations of colleagues  
\_\_\_\_ (f) From pool of candidates gathered from unsolicited application  
\_\_\_\_ (g) Other, please specify: \_\_\_\_\_

- 4 Are there differences in the criteria used in the selection of part-time faculty as compared to full-time faculty?

- \_\_\_\_ (a) Yes, there are differences, we hire part-timers with lesser credentials  
\_\_\_\_ (b) Yes, there are differences, we hire part-timers with higher credentials  
\_\_\_\_ (c) No, there are no differences, we insist upon the same qualifications  
\_\_\_\_ (d) It depends upon the nature of the assignment  
Please specify: \_\_\_\_\_



## Evaluation and Expectation of Part-Time Faculty

# 3

**1** Is part-time teaching evaluated?

- ☐ (a) Yes, it is evaluated by students  
☐ (b) Yes, it is evaluated by the chair and/or full-time faculty  
☐ (c) Yes, by both of the above  
☐ (d) No

**2** Are the criteria for evaluation of part-time teaching different from that of full-time teaching?

- ☐ (a) Yes  
☐ (b) No  
☐ (c) Does not apply (no evaluation)

**3** Is full-time teaching evaluated?

- ☐ (a) Yes, by students  
☐ (b) Yes, by chair and peers  
☐ (c) Yes, by both  
☐ (d) No

**4** Is the evaluation discussed with part-time faculty member once it is completed?

- ☐ (a) Yes  
☐ (b) No  
☐ (c) Does not apply (no evaluation)

**5** Have negative reports in evaluation ever been used in your department/college as a reason for not rehiring?

(a) Part-time faculty?

☐ (1) Yes ☐ (2) No

☐ (3) Does not apply (no evaluation)

(b) Full-time faculty?

☐ (1) Yes ☐ (2) No

☐ (3) Does not apply (no evaluation)

**6** Can part-time faculty achieve tenures at your institution?

- ☐ (a) Yes  
☐ (b) No

**7** Can part-time faculty be promoted in rank?

- ☐ (a) Yes  
☐ (b) No

**8** Do part-time faculty receive raises?

(a) Merit:

☐ (1) Yes

☐ (2) No

(b) Cost of Living:

☐ (1) Yes

☐ (2) No

**9** If yes on #8, what is the most important criterion used?

- ☐ (a) Teaching ability  
☐ (b) Publication record  
☐ (c) Both teaching and publication  
☐ (d) Other, please specify: \_\_\_\_\_

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10 Do part-time faculty have choices of classes, times, and course level?

- \_\_\_\_\_ (a) Yes, in all cases  
 \_\_\_\_\_ (b) Yes, in most cases  
 \_\_\_\_\_ (c) Yes, in some cases  
 \_\_\_\_\_ (d) No, no choice

11 Does your institution have a personnel/administrative policy governing the hiring and terms and conditions of part-time faculty employment?

- \_\_\_\_\_ (a) Yes  
 \_\_\_\_\_ (b) No

12 Are part-time faculty required/expected to have duties outside the classroom teaching, such as advising/counseling students?

- \_\_\_\_\_ (a) Yes, we require them to do so  
 \_\_\_\_\_ (b) No, we do not require but would expect them to do so  
 \_\_\_\_\_ (c) No, we do not require nor expect them to do so

## Salary and Benefits

1 What is the starting salary for a part-timer in your unit? Please answer all that apply.

- (a) \$ \_\_\_\_\_ per credit hour for a doctorate degree holder  
 (b) \$ \_\_\_\_\_ per credit hour for a master's degree holder  
 (c) \$ \_\_\_\_\_ per credit hour regardless of degree  
 (d) \$ \_\_\_\_\_ per course for a doctorate degree holder  
 (e) \$ \_\_\_\_\_ per course for a master's degree holder  
 (f) \$ \_\_\_\_\_ per course regardless of degree

2 Is the salary for part-time faculty prorated from a full-time teaching load?

- \_\_\_\_\_ (a) Yes  
 \_\_\_\_\_ (b) No

3 If your institution uses a formula to construct a salary schedule for part-time faculty, please state it here:

\_\_\_\_\_  
 \_\_\_\_\_

4 Do part-time faculty members at your institution receive any of the following? Please check all that apply.

|                                               | Yes   | No, but would consider granting it |
|-----------------------------------------------|-------|------------------------------------|
| (a) Retirement Plan .....                     | _____ | _____                              |
| (b) Unemployment .....                        | _____ | _____                              |
| (c) Health Insurance .....                    | _____ | _____                              |
| (d) Life Insurance .....                      | _____ | _____                              |
| (e) Worker's Compensation .....               | _____ | _____                              |
| (f) Sick Leave .....                          | _____ | _____                              |
| (g) Sabbatical Leave .....                    | _____ | _____                              |
| (h) Tuition for Self .....                    | _____ | _____                              |
| (i) Tuition for Spouse and Dependents .....   | _____ | _____                              |
| (j) University Parking .....                  | _____ | _____                              |
| (k) Recreational Facilities .....             | _____ | _____                              |
| (l) Bookstore Discount .....                  | _____ | _____                              |
| (m) Library Privileges .....                  | _____ | _____                              |
| (n) Subsidies for Professional Meetings ..... | _____ | _____                              |
| (o) None of the above .....                   | _____ | _____                              |

5 Please check the following services, facilities, or activities which are available to part-time faculty at your institution.

|                                                             | <u>Yes</u> | <u>No, but would consider granting it</u> |          |
|-------------------------------------------------------------|------------|-------------------------------------------|----------|
| (a) Clerical help .....                                     | _____      | _____                                     | 54 _____ |
| (b) Audio-visual aids for classroom use .....               | _____      | _____                                     | 55 _____ |
| (c) Private or shared office space .....                    | _____      | _____                                     | 56 _____ |
| (d) Supervision of undergraduate theses .....               | _____      | _____                                     | 57 _____ |
| (e) Supervision of graduate theses .....                    | _____      | _____                                     | 58 _____ |
| (f) Participation in regular departmental meetings .....    | _____      | _____                                     | 59 _____ |
| (g) Voting and other faculty governance participation ..... | _____      | _____                                     | 60 _____ |
| (h) A mail box at department offices .....                  | _____      | _____                                     | 61 _____ |
| (i) Participation in faculty development program .....      | _____      | _____                                     | 62 _____ |
| (j) Participation in faculty committees .....               | _____      | _____                                     | 63 _____ |
| (k) None of the above .....                                 | _____      | _____                                     | 64 _____ |

### Attitudes toward Part-Time Faculty

|                                                                                                                                               | <u>strongly agree</u> | <u>agree</u> | <u>disagree</u> | <u>strongly disagree</u> |          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|----------|
| 1. Part-time faculty should be eligible for tenure .....                                                                                      | _____                 | _____        | _____           | _____                    | 65 _____ |
| 2. Part-time faculty are treated inequitably regarding salary and benefits .....                                                              | _____                 | _____        | _____           | _____                    | 66 _____ |
| 3. Teaching effectiveness, not publications should be the primary basis for part-time faculty promotion and evaluation .....                  | _____                 | _____        | _____           | _____                    | 67 _____ |
| 4. Part-time faculty should be given priority when a full-time teaching position which is in the part-timer's field becomes available .....   | _____                 | _____        | _____           | _____                    | 68 _____ |
| 5. Part-time faculty generally teach less effectively than full-time faculty .....                                                            | _____                 | _____        | _____           | _____                    | 69 _____ |
| 6. Part-time faculty should not be given the responsibility of preparing syllabi and selecting text books for the course to be taught .....   | _____                 | _____        | _____           | _____                    | 70 _____ |
| 7. Part-time faculty should be entitled to promotion in rank .....                                                                            | _____                 | _____        | _____           | _____                    | 71 _____ |
| 8. Part-time faculty evaluation should be based on the same criteria as the full-timers in the promotion in rank and granting of tenure ..... | _____                 | _____        | _____           | _____                    | 72 _____ |

Thank you for completing this questionnaire. Please return the completed form in the enclosed postage-paid and self-addressed envelope. If you wish to make any comments, please state them in the following space.

**APPENDIX C**  
**DETAILED BREAKDOWNS OF TEACHING FIELDS—**  
**BUSINESS, HUMANITIES, AND THE ARTS**



| <b>Fields</b>                        | <b>Number of Part-Time Faculty</b> |
|--------------------------------------|------------------------------------|
| <b>Business:</b>                     |                                    |
| Accounting                           | 83                                 |
| Business Administration, general     | 72                                 |
| Finance                              | 16                                 |
| Marketing                            | 24                                 |
| Public Administration                | 4                                  |
| Management, all fields               | 34                                 |
| Secretarial, shorthand, typing, etc. | 24                                 |
| Others                               | 42                                 |
| <b>Total</b>                         | <b>299</b>                         |
| <b>Humanities:</b>                   |                                    |
| Art, History, and Criticism          | 10                                 |
| History                              | 16                                 |
| Religion, Theology                   | 13                                 |
| Philosophy                           | 11                                 |
| Languages/Linguistics                | 44                                 |
| English                              | 130                                |
| Others                               | 6                                  |
| <b>Total</b>                         | <b>230</b>                         |
| <b>Arts:</b>                         |                                    |
| Art, Fine and Applied                | 41                                 |
| Music                                | 86                                 |
| Theatre                              | 12                                 |
| Speech                               | 18                                 |
| Others                               | 6                                  |
| <b>Total</b>                         | <b>163</b>                         |

**APPENDIX D**

**WHAT THEY SAID: WRITTEN COMMENTS  
BY PART-TIME FACULTY AND ADMINISTRATORS**

This section presents a summary of what the respondents wrote on the last page of the questionnaires. A space was provided for any comments respondents wished to make. Each comment was carefully read and categorized. No attempt was made to interpret these voluntary comments in conjunction with survey findings. The purpose of this section, rather, is to present our respondents' comments in their own words.

## A. COMMENTS BY PART-TIME FACULTY MEMBERS

The comments reported here represent 186 part-time faculty members' written opinions about their part-time teaching. The comments have been organized into six major categories. The following describes these major categories and the percentage of comments in each category:

1. Expressed concerns related to alleged inequities in benefits, provisions, salary, and treatment in part-time teaching.....41.4%
  - Benefits and salary ..... 17.2%
  - Treatment (characterized as second-class citizenship)..... 17.7%
  - Mentioned both..... 6.5%
2. Expressed general satisfaction with part-time teaching..... 5.9%
3. Expressed feelings of restriction in part-time teaching..... 2.7%
4. Expressed concerns related to evaluation of part-time teaching..... 5.4%
5. Furnished autobiographical information.....20.4%
6. Other.....24.2%

Selected comments in respondents' own words are organized below into six major categories listed above with the exception of the category termed "other." Those comments were widely scattered, ranging from a few suggestions on the questionnaires to requests for research results. In order to maintain the anonymity of the respondents and employing institutions, any names mentioned in the selected comments presented in the following section are omitted. However, the type of institution in which a part-timer is employed is identified in parentheses after each comment.

### Concerns Related to Alleged Inequities in Benefits, Salary, and Treatment in Part-Time Teaching

This category, which includes the largest number of comments, contains complaints, concerns, and expressions of frustration by part-time faculty members. The following are culled from comments of 41 or seventy-seven respondents who spoke directly to the issues of benefits, salary, or status of part-time faculty members.

- Part-time faculty are already discriminated against, especially in the areas of promotion, tenure, and fringe benefits. They are 'second-class citizens' in many respects. The negative factors about part-time work lead many qualified individuals to go into business and industry rather than academic; this is a loss to the institutions and to the students.  
(Private institution)
- I sincerely love to teach. I have an excellent rapport with all the students. However, I feel that for all the hours I spend in and out of class, (giving lectures, preparing lectures, grading papers, grading lab reports, etc.), I am being paid much less than a full-time instructor would accept.  
(Community college)
- Most schools do not take advantage of part-time talent available. There is too much emphasis on advanced degrees over skills, knowledge, and experience in a field. Part-time instructors do not have protection from being 'bumped' by a full-time instructor who wants that position, even if he has no experience in that field. Salaries are too low, but many would be willing to teach for little more than token payment.  
(Private institution)

- Pay and benefits for part-time faculty are woefully inadequate nationally.  
(Community college)
- Although the monetary compensation is far from adequate for my efforts, the satisfaction from seeing students (many of whom are adults) turn themselves around is a reward. I believe that institutions, such as [name of institution] could do much to improve the lot of part-time faculty without additional financial investment. For instance, our paychecks are not made available on the days we normally teach. Paydays are invariably on Fridays and require time-off from full-time employment for those who wish to pick up checks. In addition, desk space is not routinely available for those who arrive early or stay late. I have seen many competent colleagues resign due to issues such as these. Their opinion was that part-time faculty members are not treated as professionals.  
(Community college)
- Part-time teaching has given me a degree of personal satisfaction and fulfillment (I enjoy teaching) but it sure does not pay. I could earn as much on unemployment as I do teaching three courses per quarter. Realistically, I do not expect colleges and universities to improve the pay scales or benefits (virtually non-existent at [name of institution] since such a move would be very costly; anyway, it's a 'buyer's market.' What does irritate me, however, is the clear second-class treatment of part-time instructors, a policy which is hardly likely to guarantee quality or loyalty. A particular peeve is being paid twice per quarter (every six weeks) and an inflexible rule—'no advances to part-timers.' The poverty which is imposed as a result is miserable.  
(Community college)
- I believe the institution I work at part-time takes advantage of part-time faculty at a very low cost. I have never encountered a system whereby you were paid per credit hour regardless of credentials. It is very unprofessional but I need money so I'll do it! I believe, in the long run, the students suffer as I don't plan to continue at this institution if another pays more.  
(Community college)
- The [name of institution] has no budget for assisting [part-time] faculty with duplicating and binding manuscripts for pre-publication texts because, they say, no part-time faculty member has ever published before! This is deplorable, because many part-timers employed, as I am, in full-time business, educational, technical or journalistic pursuits, would have a great deal of material to share in textbook form. I am sure that, relying on their practical experience, this material would be superior to a lot of the 'ivory tower' stuff published by full-time faculty members. The University should encourage publishing by part-time faculty in many ways in addition to financially!  
(State university)
- The reason part-time teachers teach more 'ineffectively' than full-timers cannot be attributed to reasons usable in arguments to keep their salaries lower than full-timers'. The policy of paying less to part-timers is *precisely the reason* why they are less effective. There is less incentive to do a good job if paid less. If salaries were commensurate with full-timers', part-timers (presumably) would feel it incumbent on them to be equally effective.  
(Private institution)
- At this institution, part-time faculty have not had a real salary increase in over five years. I consider this to be unjust. I share an office with 8 to 12 part-time people each term. Under these circumstances, meaningful student conferences are difficult. The productivity of part-time instructors is as high, if not higher, than that of full-time instructors, especially if the salary difference is considered.  
(State university)
- As it stands, universities exploit part-time teachers to balance the budget. I feel salaries are the biggest problem—salaries and class size. As for promotion—standards depend entirely on whether or not the position will be upgraded. If there is no tenure and no meaningful promotion (i.e., regarding present situation), then teaching effectiveness matters the most. If the position is upgraded, then and only then should publications matter. Salaries are a disgrace.  
(State university)



- Visual observation of my school indicated that the greatest enrollment is in the evening classes and that most of the student body (on a numerical basis) are being instructed by adjunct faculty. However, adjunct faculty, irrespective of years of part-time service, are compensated at less than 65% of the amount paid full-time faculty on a quarter hour basis. There should be more emphasis directed toward stability in the adjunct faculty ranks.  
(Community college)
- Part-time faculty are often overworked and underpaid. It is difficult to maintain the part-time status because often too many responsibilities are added to the part-timer's load. A part-timer is expected to do on his/her own time what many full-timers do on work time.  
(State university)
- I enjoy teaching part-time; it does a great deal for my self-esteem. However, the rate of pay for part-time instruction does not take into consideration one's length of service, experience, or status. In this sense, it is demeaning. I hope your survey results in some definitive suggestions and ultimate action.  
(State university)
- I feel very strongly that part-time faculty should be eligible for merit pay raises and should be based on a committee-based peer review system (with representative members drawn from: full-time faculty, academic and non-academic part-time faculty).  
(State university)
- It is my sincere hope that this project will improve the status of the part-time faculty member. Throughout the years, I have enjoyed excellent rapport with my students, but this has meant *nothing* as far as tenure and paycheck are concerned. I'm sure all part-timers appreciate this opportunity to express themselves.  
(Community college)
- I am generally satisfied with the institution where I teach but am somewhat unhappy about [name of institution] treatment of part-time instructors. For example, I am not allowed to use faculty parking and must compete with students for space. Since I have little time between the end of my regular job and the start of my class, this creates problems for getting to class on time. Even worse, the faculty lot is practically empty at this time of day. Pay is generally too low. Pay per contract hour is lower than pay per hour on my regular job. This means that I receive no pay at all for preparation, grading, advising, etc.  
(Community college)
- For seventeen years I have worked never knowing whether I had a job or not until the day or so before the classes started. I wish there were a better way to arrange things.  
(Community college)
- Thank you very much for taking the time to study the situation of part-time faculty. I think that there is a real need to increase a general awareness of our special position in the faculty. Too many times we are dismissed or ostracized as expendable members of the academic community. And yet, many institutions would not be able to function without us!  
(Private institution)
- I have consistently received high evaluations, been allowed to teach increasingly more innovative courses and asked to serve on university committees. In light of the achievements, I find it frustrating to be locked into a salary scale based upon highest degree earned and told that the part-time faculty teaches for 'reasons other than money.' It is also frustrating to not be included in AAUP contract negotiations, to (often) be ineligible for grants, and have no benefits, promotion, or grievance procedures. I hope studies like this will eventually change such inequitable practices!  
(State university)
- I was very happy to get my job as a lecturer with the .... department at [name of institution] last fall. However, since that time I have realized that to be a lecturer is a position only a shade higher than to be a teaching assistant. The fact that I have eight years of teaching experience on the college level and a doctorate in .... counts for very little. I have almost no colleague contact and do not participate (am not

invited to participate) in faculty meetings, etc. Lecturers at [name of institution], at least in the ... department, are regarded as temporary help and are not treated as dedicated and committed professionals with respectable academic backgrounds. Since most of us are women, it is often assumed that we should think ourselves lucky to get the work (at ridiculous wages in view of our educations)—after all, if we weren't teaching part-time, we would just be housewives anyway. Often we are notified shortly before the start of the term and are rarely given anything to teach except the undergraduate composition courses, which are regarded by all the regular faculty members as the 'grunt' courses ... though there is much rhetoric to the contrary! Whenever a lecturer is lucky enough to get any sort of course to teach, it is handed out suddenly and without warning, so that there is very little time in which to organize texts or lectures or syllabi. You may teach it for one quarter and then find that it has been arbitrarily assigned to someone else for the following quarter so that all your work and preparation is for one quarter only, and you never have a chance to work the 'kinks' out of your courses by repeat teaching. I have found the whole experience of teaching part-time so demoralizing! One certainly couldn't do it for the money unless one were desperate—the pay is quite low, but neither can one really do it for the sake of being a member of the academic community ... because the truth is that the lecturers aren't members of that community. No contracts, no promise of renewal of employment—then they don't understand why we aren't killing ourselves doing research or publishing articles. I have found it to be mostly a 'no-stroke' situation: teaching courses that are high on the typical freshman's hate list (believe me English Comp. is close to the top), grading nearly 250 themes a quarter, (which is much more nitty gritty paper work than the Lit. profs are doing and much more boring and time-consuming), being left out of all department functions, working without a contract (don't call us, we'll call you)—all these factors have combined to lead me to the decision not to return next year. In spite of my professional and academic background, I feel there must be at least a thousand things I could do that would be better than this. Teaching two classes a quarter (considered to be 70% time) I made \$9,000 BEFORE TAXES for the entire year. And I'm supposed to be glad I have this job?  
(State university)

### **Satisfaction with Part-Time Teaching**

About 6% of the written comments, representing eleven respondents, focused on the advantages of, or satisfaction with, part-time teaching. For example, a part-time faculty member states:

- I have been very pleased with the part-time arrangement for teaching. I benefit by keeping up to date and challenged by students. I offer students a perspective from a professional teacher and a person 'practicing his trade.' Teaching part-time provides me with the 'science of teaching' and the 'content of experience' to share with students. My best teachers were always the part-time practioners.  
(State university)

Some were satisfied with their part-time assignments, they said:

- I answered the questions as they pertain to my present quarter. In the last few days I have been asked to plan a new course which will be offered next fall. I will plan, produce the syllabus, choose the text, and teach two sections. This will be an advanced course in Composition for Elementary Education majors. I am excited at the opportunity for this new class.  
(Private institution)
- I recommend course content on occasions, prepare and grade final examinations for independent studies at my main campus. While a part-time instructor, I am treated like a full-timer at my campus.  
(State university).
- I am well satisfied with my part-time assignment. I am paid adequately and invited to participate in the activities of my department.  
(State university)

### **Feeling of Restriction**

A small number of part-timers complained that they were restricted to part-time teaching. As one stated:

- I would like to go back to college to get a Ph.D.; however, none of the universities around [name of institution] are offering Ph.D. programs in my field . . . I am restricted because of family obligations. (Community college)

Another expressed a similar concern:

- I wish I could be working on a Ph.D. but there is not a good doctoral program in my field that is nearby. (State university)

### **Evaluation and Quality of Part-Time Teaching**

Five percent of the written comments, representing ten respondents, expressed opinions about evaluation of part-time teaching. A part-time faculty member wrote:

- A faculty member should be evaluated on how effectively he carries out his or her prime responsibility: teach students and prepare them for the real world. All too often they are judged by how many books and papers they have published (they do this and outside consulting work while their classes are handled by student assistants—I know—one of my sons is a graduate of Ohio State and the other from University of Cincinnati). In my opinion, all tenure should be abolished and every professor required to measure up just like the rest of us in private industry—under this system there would be a significant improvement in the quality of teaching. (State university)

And from other part-timers:

- I feel an instructor should be judged on merit of his/her teaching, not whether they are part-timers. I have seen where many part-time faculty members work in their field 'off' hours and bring a more realistic and stimulating view to the classroom. (State university)
- Classroom observations should be made of part-time instructors. Student critiques should be required for every course taught. Department chairmen should evaluate part-time instructors and act accordingly based upon use of the two as well as other tools. There is simply no reason a school should retain a poor part-time instructor. (Community college)

Some were concerned that part-timers generally teach the same courses:

- I am deliberately teaching basic courses at a junior college level because it requires very little preparation time after I have taught the course once or twice from the same text—(I also work full-time). I don't know if this is a common conscious decision, but seems worth exploring. (Community college)
- The questionnaire leaves out a situation that appears peculiar to part-time faculty: viz., the faculty member is given a contract to teach the same course several times in a row, thus there is the potential for going stale. I believe part-timers have less variety in teaching assignments, fewer incentives to keep fresh. (State university)

### **Autobiographical Information**

About 20% of the written comments, representing thirty-eight respondents, described respondents' experiences or autobiographical information related to part-time teaching:

- I received my undergraduate degree as a part-time night student (3.8 on 4.0) and I am presently a Master's Management candidate (graduate, June 1982). I feel strongly about two items: 1) Part-time evening teachers, especially in the business subjects are far superior to any day-time, full professor



that I have had. 2) My primary reason in teaching is to return to the educational system something—for I received more than I really deserved from those part-time evening teachers.  
(State university)

- I actively sought full-time [academic] employment thrice in the past with no success. I turned my talents to other pursuits but continued teaching part-time from love of subject and situation.  
(State university)
- I find myself in between some of your categories; which made it difficult to accurately answer some questions. Since I will be married in a few months, family responsibilities come into my considerations about jobs in a way which my single status must belie. Since my positions depend upon the department's difficulties in securing a suitable faculty member in another area and the switching around of present personnel to cover that 'hole,' my position is much more tenuous than many part-time positions.  
(Private institution)
- Because of my degree, I teach business subjects. Because of my career as a newspaper editor, I teach English and other subjects in the humanities.  
(State university)
- I took a part-time [academic] position initially because I wanted to continue a free-lance writing career while also providing a steady income. Free-lance income is sporadic and varies greatly month to month. Initially, I had no desire to return to classroom full-time. If my faculty situation changes, so might this career plan.  
(State university)

## **B. WRITTEN COMMENTS FROM ADMINISTRATORS**

Only fourteen respondents from administrative ranks provided written comments on the space in the questionnaire provided for additional information. However, a sizable number of administrators responded to each question by supplementing additional comments or explanations which have already been incorporated into "Chapter 3—Research Findings." Here these fourteen written comments by administrators are examined and grouped into the four following categories:

### **Use of Part-Time Faculty**

- We should not be proliferating part-timers. Their discreet use is necessary, but the current trend is deplorable.  
(State university)
- In my opinion, the use of part-time faculty is detrimental to the objectives of a unified educational program.  
(Community college)
- Our plan at this campus is to bring part-time faculty more directly into the life and dynamics of the campus. We intend to have workshops in teaching effectiveness, promote interchange with full-time faculty, evaluate performance, and reward excellent faculty in some way—either monetary or through titles such as adjunct professor, etc. We depend increasingly upon part-time staff. Hence we need to treat them fairly and well.  
(State university)

### **Categories of Part-Time Faculty**

- This institution has two kinds of part-timers: the so-called continuing part-timers, who are hired on a regular basis with nine-month contracts, and the part-timers on quarterly contracts. While both are subject to the whims of enrollment patterns, the former have more security and more privileges and benefits. In our department most part-time teaching is done at the beginning language level.  
(State university)



- I am enclosing a copy of our most recent policy statement on part-time faculty; some of the items, as you will see, need to be answered on a differential basis depending on the category of part-time status. Additionally, some teach for one semester an unexpected enrollment bulge requires; others teach more regularly and the responses to other questions vary depending on this distinction.  
(Private institution)
- Most part-time faculty in this department are hired for emergency positions, or because of special skills that are needed for a time and a full-time faculty member cannot be justified. Permanent part-time faculty (those hired on a regular basis for two years or more) should be entitled to some benefits. Benefits are hard to justify or provide for occasional part-time faculty.  
(State university)

#### **Part-Time Faculty Hiring Specific to Individual Departments**

- The department makes only occasional use of part-time faculty, six times (for one quarter on each occasion) in the past eight years. On one occasion it was to replace an ill faculty member. While we would like to be able to bring in a visiting instructor/guest artist each year, our present budgetary limitations do not permit it.  
(State university)
- My department is an applied music department in voice. Our part-timer is hired only to teach overload (voice classes and individual lessons). She is assigned no majors unless department loads are filled completely with majors. She also teaches in the preparatory department which insures her availability and guarantees her some employment. She is allowed to teach outside the institution. Her salary schedule is the top of the part-time scale. She is an excellent teacher and is included in all departmental functions—social and other. She is much respected by colleagues and students—a truly unusual person. As a result, my answers may not be truly objective.  
(Private institution)
- The responses made are with specific reference to an atypical situation, and may not be appropriate for inclusion in your summaries. The teaching situation is a non-degree credit intensive English as foreign language program which varies in enrollment in a not very predictable way from term to term. The permanent continuing faculty are, with two exceptions, all on non-tenure track appointment but can be appointed on term, one year at a time, for an unlimited period. In general, we prefer not to use part-time faculty, but have to do so to accommodate teacher need in many (most) terms which we do not know until actual registration time in a program which a difference in enrollment of as few as 10-12 students can mean a sudden and unexpected need for five hours of teacher time each day. The opposite is also, of course, true. We steer a course which is at best a compromise between the danger of being over-staffed and under-staffed, and only a corps of teachers available and willing to teach from one to three hours per day on very short notice makes this possible. We have several who are almost as well qualified as the continuing full-time faculty except that they do not have the continuous or as extensive experience with the details of the integrated curriculum of the program. The responses I have made are program-specific. In another situation I suspect that I would answer differently in some instances.  
(State university)

#### **Part-Time Teaching as Secondary Employment**

- Most have full-time professional positions which often pay more than the University can offer. Teaching is seen by them primarily as a way of fulfilling a general obligation to the profession not as a source of employment or income.  
(State university)